# REPORT RESUMES

ED 002 846 24

A STUDY OF THE INTERESTS OF CHILDREN AND YOUTH.

BY- WITTY, PAUL A. AND OTHERS
NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER CRP-367 PUB DATE 59
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *CHILDHOOD ATTITUDES, *INTEREST RESEARCH, STUDENT NEEDS, QUESTIONNAIRES, INTERVIEWS, *INTEREST SCALES, *STUDENT INTERESTS, RECREATIONAL ACTIVITIES, *STUDENT TEACHER RELATIONSHIP, HOBBIES, EVANSTON, ILLINOIS

MAIN OBJECTIVES WERE TO INVESTIGATE, THROUGH INVENTORIES AND QUESTIONNAIRES, THE ACTIVITIES AND ATTITUDES OF PUPILS IN GRADES 3-9 IN RELATION TO RECREATIONAL PURSUITS, VOCATIONAL AND EDUCATIONAL INTERESTS, ENTERTAINMENT MEDIA, AND READING PREFERENCES AND TO RELATE THESE INTERESTS TO SUCH FACTORS AS AGE, SEX, AND BACKGROUND. THE MOST CONSPICUOUS FEATURE WAS THE WAY IN WHICH THE INTERESTS OF PUPILS REFLECT THE MECHANIZED SOCIETY AND THE GENERAL IMPACT OF THE MASS MEDIA ON LIFE. HOBBIES, CRAFTS, MUSIC, AND CULTURAL ACTIVITIES WERE SELDOM MENTIONED. IT APPEARS THAT THE PRESENT PATTERN OF INTERESTS IS TOO HEAVILY WEIGHTED WITH ACTIVITIES ASSOCIATED WITH MASS MEDIA. THERE APPEARS TO BE TOO LITTLE PARTICIPATION IN OUTDOOR ACTIVITY, HOBBIES, AND CREATIVE PURSUITS OF VARIOUS KINDS. MOREOVER, THE MASS MEDIA MAY EXERCISE A RESTRICTING INFLUENCE UPON THE RECREATION, THE VOCATIONAL AMPLIFICATIONS, AND THE READING OF THE BOYS AND GIRLS. IT WAS RECOMMENDED THAT PARENTS AND TEACHERS AID BY ENCOURAGING CHILDREN TO SELECT PROGRAMS WITH DISCRIMINATION AND TO EVALUATE THEM WITH DISCERNMENT. BY JUDICIOUS EFFORTS TO LEAD CHILDREN TO UTILIZE WISELY INTERESTS AWAKENED BY TELEVISION, ADDITIONAL BENEFITS MAY BE REALIZED. (JL)

ED 002846

367

OFFICIAL RESEARCH FILE COPY

COOPERATIVE RESEARCH BRANCH
OFFICE OF EDUCATION
U. S. DEPARTMENT OF H.E.W.
WASHINGTON 25, D. C.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

# A STUDY OF THE INTERESTS OF CHILDREN AND YOUTH

3414A
168

# A STUDY OF THE INTERESTS OF CHILDREN AND YOUTH

A co-operative research project performed in accord with a contract between Northwestern University and the Office of Education, U.S. Department of Health, Education, and Welfare.

#367

Paul A. Witty - Director of Project
(Northwestern University)
Robert A. Sizemore - Assistant Director
(University of Toledo)
Paul Kinsella
(Skokie Public Schools)
Ann Coomer
(Chicago Public Schools)
Stanley Krippner
(Northwestern University)

## FOREWORD

The investigators wish to express appreciation to the following persons for assistance: E. T. McSwain, Dean, School of Education, Northwestern University; A. H. Blankenship, Superintendent of the Gary, Indiana Schools; Josephine Wolf, Supervisor of Elementary Education, Gary Public Schools; W. F. Gibbs, Superintendent of the Skokie, Illinois Schools, District #68; Leon Smaage, Superintendent of the Des Plaines, Illinois Schools; Oscar Chute, Superintendent of Elementary Schools, Evanston, Illinois; and Lloyd Michael, Superintendent of the Evanston Township High School.

The investigators are grateful also to Eva Bednash for her work in the organization and tabulation of the data.

# TABLE OF CONTENTS

Page

A Study of the Interests of Children and Youth
- Definition of Interest and Interests 6
- The Importance of Interest 7
- Methods of Study 9
- Interests Studied in this Research 11
- Questions to be Answered 12
- Selection of Subjects 13
- The Instruments and their Development 14

Some Related Studies
- TV, Radio, and Movies 16
- TV--Children's Favorite Leisure Pursuit 18
- Play and Recreation 22
- Reading 30
- Vocational and Educational Interests 39

Results of the Investigation
- TV, Radio, and Movies 47
- Play and Recreation 58
- Reading 67
- Vocational and Educational Interests 78

Reactions of Parents and Teachers to the Mass Media 83

Summary, Comparisons with other Studies and Implication
- TV, Radio, and Movies 88
- Play and Recreation 94
- Reading 97
- Vocational and Educational Interests 99
- Educational Implications and Recommendations for Parents and Teachers 100

Appendix A - Additional Studies Now In Progress Which Have Developed from this Investigation 106

Appendix B - Questionnaires 108

Bibliography 109

## TABLE HEADINGS

Table Page

1 Favorite Play Activities of Fifth and Eighth Grade Boys and Girls (Kenosha) .......... 28
2 Vocational Choices (Kenosha).......... 41
3 Vocational Choices (Kenosha) .......... 42
4 Occupational Choices of Tenth and Twelfth Grade Boys (From Ranstad and Rothney) .......... 43
5 Percent of Pupils in Grades 3 through 9 Who Have TV at Home .......... 47
6 Percent of TV Ownership.......... 47
7 Average Hours Spent Weekly in Televiewing by Pupils in Grades 3 through 9 .......... 48
8 Favorite TV Programs of Pupils in Grades 3 through 9 .......... 49
9 Favorite TV Programs of Combined Groups .......... 49
10 TV Programs Disliked by Pupils in Grades 3 through 9 .......... 50
11 TV Programs Disliked by Combined Groups .......... 50
12 Boys' and Girls' Reasons for Disliking Programs .......... 51
13 Average Hours Spent Weekly in Radio Listening.......... 51
14 Favorite Radio Programs of Pupils in Grades 3 through 9.......... 52
15 Movie Attendance Outside the Home by Pupils in Grades 3 through 9 .......... 53
16 Movie Preferences of Pupils in Grades 3 through 9 .......... 54
17 Movies Disliked by Boys and Girls in Grades 3 through 9 .......... 55
18 Preferences of Boys and Girls for TV, Radio, Movies .......... 55
19 Extent of Listening to Radio or Viewing TV by Boys and Girls While Studying .......... 56
20 Classroom Activities of Boys and Girls Resulting from TV .......... 56
21 Boys and Girls Deriving Help in School from TV, Radio, and Movies .......... 57
22 TV Programs Helpful to Schoolwork as Indicated by Boys and Girls .......... 57
23 Free-time Activity Preferences of Pupils in Grades 3 through 9 .......... 58
24 Seasonal Activities Preferred by Pupils in Grades 3 through 6 .......... 59
25 Seasonal Activities Preferred by Pupils in Grades 7 & 8 .......... 60
26 Seasonal Activities Preferred by Pupils in Grade 9 .......... 60
27 Outdoor Sports and Activities Engaged in by Pupils in Grades 3 through 9 .......... 61
28 Indoor Sports and Activities Engaged in by Pupils in Grades 3 through 9 .......... 62
29 Extent of Building or Making Things by Pupils in Grades 3 through 9 .......... 62
30 Objects Made or Constructed by Pupils in Grades 3 through 9 .......... 63
31 Extent of Pet Ownership of Pupils in Grades 3 through 9 .......... 63
32 Pets Owned by Pupils in Grades 3 through 9 .......... 64
33 Extent of Musical Instruments Played and Lessons Taken by Pupils in Grades 3 through 9 .......... 64
34 Musical Instruments Played by Pupils in Grades 3 through 9 .......... 65
35 Percent of Pupils in Grades 3 through 9 Who Have Home Chores or Duties.......... 65
36 Home Chores or Duties of Pupils in Grades 3 through 9 .......... 66

TABLE HEADING (cont)

Table Page

37 Time Spent Daily in Reading Outside School by Pupils in Grades 3 through 9 .... 67
38 Percent of Pupils in Grades 3 through 9 Who Have Public Library Cards .... 67
39 Influence of TV, Radio, and Movies on Reading .... 68
40 Kinds of Reading Liked by Pupils in Grades 3 through 9 .. 70
41 Kinds of Stories Liked by Pupils in Grades 3 through 9 .. 70
42 Preferred Story Books of Pupils in Grades 3 through 9 ... 71
43 Kinds of Books other than Storybooks Liked by Pupils in Grades 3 through 9 .... 72
44 Extent of Reading of Paperback Books by Pupils in Grades 3 through 9 .... 73
45 Percent of Pupils in Grades 3 through 9 Who Read Series Books .... 73
46 Series Books Read by Pupils in Grades 3 through 9 .... 74
47 Magazines Read Regularly by Pupils in Grades 3 through 9 74
48 Favorite Comic Books of Pupils in Grades 3 through 9 .... 75
49 Favorite Comic Strips of Pupils in Grades 3 through 9 ... 76
50 Activity Preferences of Pupils in Grades 3 through 9 .... 77
51 Vocational Preferences of Pupils in Grades 3 through 9 .. 78
52 Percent of Pupils in Grades 7 through 9 Holding Part-time Jobs .... 79
53 Jobs Reported Currently Held by Pupils in Grades 7 through 9 .... 79
54 Percent of Pupils in Grades 7 through 9 Planning to Attend College .... 80
55 Percent of Parents of Pupils in Grades 7 through 9 Who Want Their Children to Attend College .... 80
56 Percent of Pupils in Grades 7 through 9 Who Plan to Attend Business or Special School .... 81
57 School Subjects Currently Studied by Pupils in Grades 7 & 8 .... 82
58 School Subjects Currently Studied by Pupils in Grade 9 .. 82
59 Best-liked Subjects of Pupils in Grades 7 through 9 .... 82
60 Subjects in Which Pupils in Grades 7 through 9 Reported Best Marks Were Received .... 82
61 Average Time Devoted Weekly to Radio and TV by Parents and Teachers .... 83
62 Favorite TV Programs of Parents .... 83
63 Favorite TV Programs of Teachers .... 83
64 Best-liked Radio Programs of Parents and Teachers .... 84
65 Types of TV Programs Disliked by Parents and Teachers ... 84
66 TV, Radio, and Movie Programs Considered Desirable for Children .... 85
67 TV, Radio, and Movie Programs Considered Undesirable for Children by Parents and Teachers .... 85
68 TV's Influence on Children's Reading Habits as Reported by Parents and Teachers .... 86
69 Extent of Schedule Planning by Parents .... 87
70 Problems Created by TV as Reported by Parents .... 87
71 Average Hours Spent Weekly with TV by Pupils, Parents and Teachers .... 88
72 TV Preferences of Pupils, Parents, and Teachers .... 90
73 The Ten Most Popular Play Activities at Ages 10 and 15 (From Lehman and Witty) .... 95

## A STUDY OF THE INTERESTS OF CHILDREN AND YOUTH

The purpose of this study was to identify certain interests of pupils in grades 3 through 9 of representative Chicago area schools. Interests will be presented according to grade and sex of the pupils.

### Definition of Interest and Interests

The psychological literature contains many definitions and criteria of interest and of interests. E.K. Strong, Jr. cites six criteria -- four qualitative and two quantitative. The four qualitative terms include "persistent attention, feeling, activity and direction", and the two quantitative items are "intensity and duration". Strong believes that the latter two are more appropriately attributed to "interests" rather than to "interest".[*] Interests are "activities for which we have liking or disliking and which we go toward or away from, or concerning which we at least continue or discontinue the *status quo*; furthermore they may or may not be preferred to other interests and they may continue over varying intervals of time. Or an interest may be defined as a liking/disliking state of mind accompanying the doing of an activity, or the thought of performing the activity."

Another writer offers the following brief definition.[**] "An interest is a characteristic disposition, organized through experience, which impels an individual to seek out particular objects, activities, understandings, skills or goals for attention or acquisition." Seven major determinants are cited, and five types of interests are identified. Donald Super has specified four types[*] of interests: expressed, manifest, inventoried, and tested interests. Several writers have pointed out that there are two dimensions of interest, one internal, one external. The child is predisposed by the internal one to act in a specific way as he expresses his inclination. And he shows the external quality through the activity itself, as in the case of a mechanical or scientific activity.

---

[*] E.K. Strong, Jr., *Vocational Interests -- 18 Years After College*. Minneapolis: University of Minnesota Press, 1955, pp.137-138.

[**] Jacob W. Getzels, "The Nature of Reading Interests," in *Developing Permanent Interest in Reading*. Supplementary Educational Monographs, Number 85, compiled and edited by Helen M. Robinson. Chicago: The University of Chicago Press, December, 1956, chapter I, p.7.

One could readily extend this discussion of the nature and dimensions of interest and of interests. But for purposes of this investigation we have formulated the following definitions which we shall follow.

Interest is a disposition or characteristic propensity which impels an individual to seek out particular goals (activities, objects, etc.) for persistent attention. The behavior pattern in seeking different goals may be regarded as a particular interest (as in collecting objects or viewing TV). And the force back of the behavior or inherent in it may be regarded as a motive. Interests then should be looked upon as acquired and are related to the constitutional nature of the individual and his personality structure as affected by his unique experiences, sometimes fortuitous, as well as by his particular environment with its values. Interests, once acquired, impel individuals to action and may account for the effort exerted to attain an end.

## The Importance of Interest

The psychological and educational literature contains extensive treatments of the importance of interest. A dictionary of terms includes three interpretations of the "doctrine of interest," (1) "the view that learning cannot take place without a feeling of interest," (2) "the theory that all education should begin by an appeal to the present interests of the individual", and (3) "the view that the aim of education is to induce many sided interests."*

---

[*] Donald E. Super, The Psychology of Careers. New York: Harper and Brothers, 1957, pp. 218-219.

There are devotees of these three and other "interest" doctrines, and unfortunate practices have sometimes developed because of enthusiasm for the importance of an interest theory. One should always keep in mind that interests vary greatly in their educational value. Some are shoddy and unworthy of being used in educational endeavor; others are temporary expressions; and still others are desirable for use in fostering the attainment of worthwhile goals.

Despite the dangers inherent in the use of interests in educational endeavor, few will question their significance in affecting motivation and effort. Again Jacob W. Getzels writes:

> The critical difference between what he [the child] learns and what he does not learn in the classroom will in most cases be more a function of his interests than of his intelligence. The child who remembers the batting averages, to the third decimal place, of a dozen members of his favorite baseball team may also be the one who cannot remember the single date of the discovery of America. It is silly to think of him as having baseball intelligence and history stupidity. What he has is baseball interest and history indifference.**

One of the investigators has repeatedly pointed out that the interests of pupils in any class constitute an opportunity and a challenge to effective teachers.*** The teacher should seek to ascertain the varied interests of the pupils in each new class in order to redirect some and to utilize others to advantage. When interests are meager or are deemed inappropriate, efforts

---

*H.B.English and A.C. English, *A Comprehensive Dictionary of Psychological and Psychoanalytical Terms*. New York: Longman's Green and Company, 1958.
**Jacob W. Getzels, *op.cit*., p. 6.
***Paul Witty, *Reading in Modern Education*. Boston: D.C. Heath and Company, 1949.

should be directed toward fostering new patterns. The teacher should strive also to raise the interest level of the class and to encourage the acquisition of individually suitable interests. Accordingly, a reappraisal of patterns of interest after a period of teaching may suggest in part, the contribution a teacher or a class has made to pupil development. In order to teach most effectively, then, it is desirable not only to understand the home background of each pupil, his ability, attainment and need, but it is necessary also to have ascertained the varied interests of every boy or girl. The teacher will then be better prepared to offer the most appropriate guidance and provide highly motivated learning experiences.

## Methods of Study

Various methods have been used to study or ascertain children's interests: for example, the questionnaire, the interview, the interest inventory, the anecdotal record, a "log" of children's activities, and observation under various conditions.

A child-study technique, widely used by teachers, is the "interest inventory". Guided by an inventory, the teacher and the pupil discuss informally topics such as favorite leisure activities and preferences, hobbies, movie and reading habits, and familiarity with community places of interest. The following items selected from Form VI, Part I of the Northwestern University Interest Inventory (items 1, 12) illustrate this type of question: "When you have an hour or two that you can spend just as you please, what do you like best to do?" "Are you making any collections? Of what? Do you have a hobby? What?"*

The Inventory includes questions related to the child's personal and social problems; for example:

---

*Paul Witty, Reading in Modern Education. Op.cit. See also Paul Witty and David Kopel, Reading and the Educative Process. Boston: Ginn and Company, 1939.

> Suppose you could have three wishes which might come true, what would be your first wish? Second wish? Third wish? (Item 15).

Part 2 is a list of titles of popular children's books. Discussion with the pupil of his reading often adds to the teacher's understanding of his needs.

Part 3 contains a list of 93 play activities reported as favorites in extensive investigations of children's interests. Study of the extent and nature of each child's play may yield important insights as to his interests and also as to the adequacy and maturity of his social development.

Part 4 is designed to help the teacher evaluate the child's responses throughout the interview. It contains a checklist to be used in describing and interpreting the child's attitude and the reliability of his responses.

Employing an inventory, or another approach, constitutes as we have seen, only a single phase of the teacher's responsibility for continuous study of the child. On the playground, during excursions, and throughout numerous other activities, the teacher will seek additional clues to children's interests and needs.

Elizabeth B. Hurlock makes the following comments concerning the study of interest:*

> Through an observation of what objects a child plays with, buys, collects, or uses when it is apparent that there is an element of spontaneity in his activity, it is possible to get a clue as to his interests. . . .
>
> Other clues to the child's interests are the questions he asks, what he talks about when he is with his contemporaries, what he reads about when he is free to select his books, or what he draws and paints spontaneously. One of the most satisfactory ways of determining a child's interests at a given age is to study his wishes. When asked what they would like to have if they could have anything they wanted, most children

---

*Elizabeth B. Hurlock, Child Development (Third edition). New York: McGraw-Hill Book Company, 1956, p. 442.

> state very frankly wishes for things that interest them most. A person's wishes reveal, either directly or indirectly, something concerning his outlook on life and what he wants from it.

After worthwhile interests have been identified, provision should be made for their expression and direction into appropriate channels.

## Interests Studied in this Research

The investigators chose to study interests as revealed by the pupils' responses to inquiries concerning their voluntary and preferred activities; e.g. TV, radio, and movie pursuits; recreation and hobbies; vocational ambitions and educational choices; and the nature and amount of reading. They have limited the study to these four fields and further to the responses of pupils in grades 3 through 9.

The timeliness of the study may be indicated by noting that many studies of children's interests were made during the period 1920 to 1936; conspicuously fewer studies were made during the following decades.* Although writers in education and in psychology now stress the importance of the interest factor, few recent comprehensive studies are available. In an introduction to a monograph on the development of interest, Helen M. Robinson states:

> On the basis of the criticism just cited, we may well ask: "What is the nature of children's interests?" "Where do they arise?" "What factors foster reading interests, and which kill interest?" Answers to these and similar questions are sorely needed by school personnel at present.**

The timeliness of the subject is suggested, too, by the present emphasis in education on the role of developmental needs or "tasks" in efficient instruction — a topic with which the interest factor is intimately linked.

---

*Harvey C. Lehman and Paul Witty, The Psychology of Play Activities. New York: A.S. Barnes and Company, 1927. Additional studies are summarized in Reading and the Educative Process, by Paul Witty and David Kopel, Boston: Ginn and Company, 1939, and in Reading in Modern Education, by Paul Witty, Boston: D.C. Heath and Company, 1949.

**See Helen M. Robinson (Compiler and Editor), Developing Permanent Interest in Reading. Op. cit. (Introduction), p. 2.

These reasons are undoubtedly valid in showing the need for a study of current interests. However, perhaps the most convincing evidence of the need is found in the varied interpretations of children's strongest, somewhat recently acquired interest — televiewing. This activity is clearly children's favorite leisure pursuit, in fact, so strong is this interest that some writers assert that we are living in a television era. It has become clear that parent and school guidance of TV are necessary if children are to learn to choose programs with increasing discrimination. Children should be led, too, to balance the time spent on TV with that given over to activities in school and out of school. TV is likely to be accepted merely as entertainment. As such, it may come to replace worthwhile physical activities and desirable group pursuits. Concerning this danger, the editor of The Nation's Schools makes the following comment and also quotes Edgar Dale:

> Our almost compulsive search for entertainment is a malady that can both debilitate and destroy. . . . "We need entertainment just as we need sleep, but we can have far too much of it. Entertainment provides needed vitamins but few calories. We need the meat and potatoes of education."*

One of the chief responsibilities of the school is to help children and young people integrate their varied interests and drives in such a way that they will develop balanced and effective personalities.

## Questions to be Answered

This report will present answers to the following questions:

1. What are the favored TV, movie, and radio programs of pupils in grades 3 through 9?

---

*The Nation's Schools., LVI, (August, 1955), "Quotable," p. 34.

2. What are the preferred recreational pursuits of these pupils?

3. What are their reading preferences and reading experiences?

4. What are the school subjects liked best and least by these pupils?

5. What are their vocational preferences and plans?

6. What are the educational aspirations of these pupils?

7. What are the outstanding sex differences in their interests?

8. How do the results of this study compare with findings of other investigators?

9. What are the educational implications and recommendations resulting from this investigation?

A subsidiary report will give the results of questionnaires submitted to parents and teachers in connection with the investigation of TV. It will set forth their TV preferences and activities as well as their attitudes toward children's televiewing.

## Selection of Subjects

Pupils from metropolitan Chicago area schools were selected as subjects. Elementary schools in Des Plaines, and Skokie, Illinois; and the Evanston Township High School, Evanston, Illinois were chosen as representative of the suburban, residential area. Many of the parents of the children in these schools are self-employed businessmen, executives, or professional people. Others are employed as skilled workers. Elementary and secondary schools in Gary, Indiana were chosen as representative of an industrial community. Here many of the parents are employed as skilled and semi-skilled workers in large industrial plants.

Interviews were held with school superintendents, principals, and supervisors in each of the school systems to arrange for the administration of the questionnaires.

Three hundred pupils at each grade level, three through nine, were used in this study. Approximately equal numbers of boys and girls were included at each grade level.

The questionnaires were administered in all participating schools, except in Gary, Indiana high school, during the latter part of November and early December, 1958. High school students in Gary answered the inquiries during January, 1959.

Parents and teachers of elementary school pupils only participated in the supplementary study made in connection with an investigation of TV.

## The Instruments and Their Development

The first step in planning the project was to determine the categories of interests to be studied. It was decided to consider for this project, as has already been stated, only those interests revealed by responses to inquiries in four areas:

1. Viewing-listening, including movies, radio, and television. Following are illustrative questions: "What are your favorite TV programs?" "How much time do you spend listening to the radio?" "Have any movies helped you with your schoolwork?"

2. Play and recreation. The following questions disclose the types of inquiry used: "What games or sports do you like best?" "When you have an hour or two to spend as you please, what do you like best to do?" "Are you making collections?" "Do you build or make things?"

3. Reading, including books, magazines, newspapers, and comics. The following questions are illustrative: "What kind of reading do you like?" "What daily newspapers do you read regularly?" "Name in order your favorite comic books."

4. Educational and vocational preferences. The inquiries which follow are samples: "What kind of work do you want to do when you finish school?" "Has a friend or relative influenced your choice of work?" "What jobs have you had?"

Some questions were selected from inventories and questionnaires made and used previously by one of the investigators. Other questions were added to care for recently acquired interests. Adaptations were made as the questionnaires were developed and organized in the above four areas.

Preliminary versions of each inventory were administered individually to children in the Psycho-Educational Clinic of Northwestern University. They were also submitted for critical reaction to principals, supervisors, and teachers, and to Northwestern University students in classes composed of elementary and secondary teachers. Questions were revised repeatedly and were finally printed and made available to the participating schools.

Two additional questionnaires were devised for the supplementary investigation of the interests of parents and teachers. Some questions were designed to appraise adult interests comparable to those of children. Others, pertaining to TV were based upon instruments developed and used repeatedly by one of the investigators in studies of TV.[*] Each inventory consists of questions designed to appraise adult interests and attitudes. Parents and teachers were also asked to evaluate the effect of mass media upon their children. All questionnaires used in the present studies are found in the Appendix.

---

[*] Paul Witty, "What Children Watch on TV," The Packet, Service Bulletin for Elementary Teachers, published by D.C. Heath and Company, Boston: XIV, Number 2 (Winter 1959-60) pp. 3-15.

## Some Related Studies

It is possible to cite only a few of the many studies of interests. We have chosen those studies which we believe are representative and which are closely related to our investigations in the four areas of concern.

### TV, Radio, and Movies

Studies concur in showing that prior to the advent of TV, the amount of time spent daily by children in listening to the radio was two or three hours. In general, boys and girls were attracted to the same types of programs at the various grade levels. Later studies showed that with the advent of TV, radio listening tended to decrease by about 50 percent among elementary school pupils.

In early studies boys and girls were found to go to the movies frequently, and some rated this activity above the radio in their leisure preferences. Although the average attendance was once or twice each week there were some boys and girls who went to the movies more often. Children were found to be attracted to the same elements in the movies that drew them to the radio — action, adventure, and excitement.

Studies of the preferred movies showed generally that elementary school children "liked" the current offerings regardless of their seeming suitability or maturity as revealed by topic or subject matter. Some presentations, of course, had a stronger appeal than others. As has been frequently shown, boys and girls have liked nearly all Disney productions. Films about cowboys and pilots also proved popular. Less favored were pictures of current events, biography and travel, news shorts and commentaries. Jersild states:

> Children's movie interests roughly parallel their reading and radio interests . . . although there are exceptions. For example, "comedy" seems to figure more in movie than in reading interests (unless comic strips are so classed). Reports of movie interests at any given time must be taken with a good deal of reservation, just as in the case with radio programs, for the choices depend to a large degree upon what happens to have been available recently and upon the tastes that have been cultivated by the kind of fare offered in the past.*

High school boys and girls were found to attend the movies about once each week and, as in the elementary school, they appeared to "like best" the current movie shown locally. Moreover, there was little change in the popularity of different types of movies. And sex differences in choices were not pronounced. Many of the preferred movies were made primarily for adult audiences.

Results reported by Alice P. Sterner in 1947 are perhaps representative:

> Apparently sex, grade, intelligence, and socio-economic status have little influence upon pupils' choices of specific motion pictures. Generally speaking, a teacher can expect that over 50 percent of the class will have seen the ten most popular films.
>
> The findings of the studies on the kind of material which pupils most often see, hear, or read are amazingly similar. . . .
>
> Of the fifteen programs to which the group listened most frequently, four emphasize adventure, two being of the mystery and two of the detective type. . . . Radio as a medium dependent upon sound alone, can effectively suggest the suspense essential to any crime or mystery theme and thus provides a type of adventure very popular with adolescents. . . .
>
> Romance is represented by only two programs in the fifteen most frequently heard by the sample, one ranking second, and the other fifteenth. . . . Adolescents show a preference in their radio tastes for romantic themes dealing with courtship rather than the "heart-throb" type of daytime serial.
>
> Motion pictures do what magazine and books seldom attempt — unite romance with comedy.

---

*Arthur T. Jersild, Child Psychology (Fourth edition). New York: Prentice-Hall, Inc., 1954, p. 508.

> Without these media to enrich their lives, many adolescents would lead a dull, dreary existence. The escape may seem to an adult cheap and time wasting, but unless something more wholesome can be offered in its place, such entertainment must be recognized as a very important contribution to youthful happiness.*

## TV — Children's Favorite Leisure Pursuit

TV is clearly children's favorite leisure pursuit today. During the years 1949-1950, sets were purchased by large numbers of citizens. From the first, TV captivated boys and girls, and also appealed strongly to their parents.

In the first studies, young children were sometimes found to devote the largest amount of time to TV. For example, Cunningham and Walsh, Inc. employed a secret-test city as a research laboratory beginning in April, 1948. Their third annual census, completed in June, 1950, showed that the average time spent televiewing by pupils of ages 7 to 17 was 3 hours daily.

> . . . The heaviest child viewing of TV is in the age group, five and six years, where the figure is four hours a day. At age five and six, homework is almost nonexistent. From seven years on, viewing tends to diminish, obviously because the school begins to compete for after-hours attention and also because the growing child begins to develop his own active interests.**

Thomas E. Coffin found that the average time devoted to TV by "television families" was 24.4 hours weekly. He stressed the fact that enthusiasm for TV persisted even after the initial attraction of TV had subsided.***

A series of studies which are closely related to the present investigation was made by Paul Witty and reported each year since 1949. During a nine

---

*Alice P. Sterner, Radio, Motion Picture, and Reading Interests. Teachers College Contributions to Education, No. 932 New York: Columbia University, 1947.
**R.L. Shayon, The Christian Science Monitor, August 31, 1950, p. 5.
***Thomas E. Coffin, "Television's Effects on Leisure-Time Activities," Journal of Applied Psychology, XXXIII (October, 1949), pp. 550-558.

year period, responses were obtained each year concerning televiewing from approximately 2,000 pupils, their parents, and their teachers. The studies were made in Chicago, Evanston, and neighboring communities by the use of questionnaires and interviews. The results have been reported yearly in *Elementary English*.*

In 1949, TV came to the Chicago area. By May 1950, 43 percent of school children reported that they had access to TV. The percentage increased to 68 in 1951, 88 in 1952, and in 1953, to 92. In 1955 and 1956, 97 percent had TV sets at home. Studies made by teachers in Chicago, Skokie, and Evanston in 1958 also yielded a percentage of 97. Many children had two sets at home; others had three; and a few had color TV.

In 1950, the elementary school pupils spent on the average 21 hours each week with TV; but in 1951 the average dropped to 19 hours. There was a small increase during the next two years — to 23 hours in 1953. In 1955, the average was 24 hours, while in 1957, it was 22 hours. In 1958, the average for elementary school pupils was 20 hours.

From the first, high school students were found to give less time to TV than younger pupils. Thus, the average for 1951 was 14 hours per week. In 1958, it was 13 hours.

In 1950, the parents averaged 24 hours each week in televiewing, about 20 hours in 1951, 19 hours in 1953, 21 hours in 1955, and 20 hours in 1957. The average was 19 hours in 1958.

Teachers continued to spend less time with TV than did the children or their parents. Very few teachers had TV sets at first. By 1951, 25 percent

---

*Paul Witty, "Children's, Parents', and Teachers' Reactions to Television." *Elementary English*, XXVII. (October, 1950), pp.349-55, Paul Witty and Paul Kinsella, "Children and TV — a Ninth Report." *Elementary English*, XXXV. (November, 1958), pp.450-6.

had TV; their average televiewing time was 9 hours per week. In 1953, the average was 12; and again in 1955, it was 12 hours. The average of 12 hours persisted in 1957 and 1958.

Favorite programs change, and year by year new programs become popular. In 1950, the children's favorites were (in order): *Hopalong Cassidy*, *Howdy Doody*, *Lone Ranger*, *Milton Berle*, and *Arthur Godfrey*. In 1952, *I Love Lucy*, became the best liked program of boys and girls. *I Love Lucy* continued in first place until 1955, when acclaim went to *Disneyland*. *Rin-Tin-Tin* and *Lassie* also became very popular. In 1956, *Disneyland* again held first rank with *I Love Lucy* third. In 1957, the favorites were *Disneyland*, *Mickey Mouse Club*, *I Love Lucy* and *Lassie*. Changes took place rapidly and in 1958 the following favorites appeared: *Zorro*, *Disneyland*, *Bugs Bunny*, *Shock Theater*, and *Mickey Mouse Club*.

There were some distinct differences between the 1958 preferences for children in grades 1 to 3, and those for pupils in grades 4,5, and 6. Noticeable in grades four to six were the high frequencies of *Shock Theater* and western programs. Such programs were more popular among boys than among girls.

The favorite programs of the parents have changed greatly. At first, *Arthur Godfrey* and *Milton Berle* were at the top of the list, and for several years *I Love Lucy* held first rank. The favorite programs of 1957 included: *I Love Lucy*, *Lawrence Welk*, *Perry Como*, and *Father Knows Best*, while in 1958 these programs attained high favor: *Playhouse 90*, *Father Knows Best*, *Perry Como*, *Dinah Shore*, and *Lawrence Welk*.

*What's My Line* appeared as the first choice of teachers in 1951 and continued to be very popular for several years. The teachers showed less enthusiasm for *I Love Lucy* than did their pupils and the parent group during the years 1952-1957. In 1958, these programs were highest on the teachers' list: *Playhouse 90*, *Bold Journey*, *Perry Como*, *News*, and *Wide Wide World*.

Parents and teachers continued to set forth their conviction that many children read less than they did before TV. However, the number of these complaints decreased. The recent studies showed too that relatively few pupils believed that TV had influenced their reading adversely. Many pointed out that televiewing had led to an increase in reading. In fact, in 1958, 45 percent of the elementary school pupils said that they read *more* now; 29 percent, *less*; and 26 percent, the *same* amount. It has become clear that the average amount of reading has probably increased a little since the advent of TV. This is shown on the reports of books read as well as on amount of reading pupils claimed they had done.

An extensive study of "children's use of mass communication" was made in San Francisco during May and June, 1958. Data were obtained from "about 2000 children and 1000 parents, including 200 entire families interviewed as families."[*] The following results were reported:

> It appears that the average elementary school child has seven hours or a little more not taken up by sleeping, eating, or going to school. Of this he uses three or four hours for mass communication. About half of his mass communication time is devoted to television. (Report 1, page 7) — Somewhere near two hours a day, on the average, goes to television. By the time he is 10 he is spending on mass communication more time than on any other activities except sleeping and school. (Report 1, page 8)

According to this report, fewer children view TV on Saturdays and Sundays than on weekdays.

> . . . On the basis of these estimates, our best judgment is that the elementary school child spends about two hours a day on television. The child who views on Saturdays and Sundays usually spends more than two hours, but the percentage of viewers tends to decrease on weekends (at least in California, where people like to get outside on weekends). (Report 2, page 2)

---

[*] The results of these studies are given in five mimeographed reports entitled *Stanford Institute of Communication Research*, The San Francisco Study of Children and Mass Communication (Reports 1,2,3,4, and 5), Received February, 1959.

Following are the top five programs listed in grades 3 through 6:

| Third Grade | Fourth Grade | Fifth Grade | Sixth Grade |
|---|---|---|---|
| Disneyland | Disneyland | Disneyland | Zorro |
| Zorro | Zorro | Zorro | Disneyland |
| "Cartoons" | "Cartoons" | Maverick | American Bandstand |
| Popeye | Popeye | Leave it to Beaver | Father Knows Best |
| Mickey Mouse Club | Cheyenne | Danny Thomas | Maverick |

(Report No.2, page 4)

A study was made of forty-four children in the first four grades who were television "addicts".

> The results were not precisely what we had expected. These children did not stand out markedly from their age groups. The records we had on them gave no special sign of psychological problems. Their school marks for social attitudes were only a little below their grade means, and their marks for work study habits were actually a little above the means. There was no indication that they were handicapped in any physical way that might have made them less anxious to play with other children. (Report 2, page 7)

Some of the effects of the mass media were suggested by the children's answers to certain questions.

> They thought the media helped them in school, and in the same ways their parents mentioned — current events, science, new words for reading, knowledge about foreign countries, points for class discussion. Did they sometimes find school dull and unexciting after TV and movies? About one fourth of the children said they did. Did their teachers ever talk about things that are getting play on TV or in print? Four out of five said their teachers did. (Report 1, page 11)

## Play and Recreation

There are many studies now available on play and recreation.* The results vary with the techniques used and with the type of groups studied.

---

*Summaries have been made by Elizabeth B. Hurlock, Child Development, op.cit., and by Stewart Britt and Sidney [illegible]nus, "Toward a Social Psychology of Human Play," in Journal of Social Psychology, XIII (May, 1941), pp. 351-384.

Most widely employed have been the play quiz and the longer inventory in which play is only one of the interests studied. H.C. Lehman and Paul Witty considered play to be primarily those activities in which children engaged "just because they wanted to."[*] They employed a play-quiz which was submitted to children and youth. In later investigations, Witty has used a quiz as a part of a longer inventory, and has administered it individually and informally. Also used are various kinds of observation and reports via "logs of activities" kept by the pupils.

The studies of young children showed that preschool boys typically turned spontaneously to activities such as those involving the use of building equipment and the making of model airplanes and boats. Drawing and painting were popular too. Young girls, on the other hand, enjoyed water painting, clay modelling, and sewing. Less interest was shown by girls than by boys in building materials, although as the girls grew older interest in activities involving construction increased. In several studies boys were found to be much more active and vigorous in their play than girls.[**]

The Lehman-Witty study demonstrated clear-cut differences between boys and girls in favorite leisure pursuits. Thus, it was found girls of five take part more frequently than boys in sedentary activities such as playing house, playing with dolls and playing school. Boys turned frequently to playing with a ball, blocks, or a w[illegible]. At ten, boys "played" baseball, football, catch, and rode a bicycle while girls enjoyed playing the piano, going to the movies, and playing with dolls. At fifteen, differences still were conspicious. Boys favored basketball, football, baseball, tennis, and driving an automobile. Girls frequently read books, went to the movies, and played the piano. As the pupils grew older, one observed the influence of "purchased recreation" and the popularity of spectator sports as both groups frequently watched others play, went to the movies, and rode in automobiles for pleasure.

---

[*] Harvey C. Lehman and Paul A. Witty, op.cit.

[**] Arthur Jersild, Child Psychology. Op.cit.

Similar results were later reported by Paul Witty and Ann Coomer.* In the Witty-Coomer study, one will note, a persistence of many play preferences previously cited. In this study, it was found that by the time boys and girls were six years old they began to show differences in their favored play pursuits. The six-year-old girl liked to play with dolls and miniature furniture. She enjoyed "playing house" and making things to use in a playhouse. She participated in some group games such as "drop the handkerchief", but she also took part in individual activities such as "jumping rope" and "playing jacks". When boys were six years of age they liked best to participate in more active but relatively unorganized games such as "tag" and "hide-and-seek." Most boys eight or nine years of age found pleasure in spinning tops, flying kites, playing marbles, and building houses. They enjoyed "playing cowboy" and similar games in which they pretended to be aviators, soldiers, sailors, or marines. Other group activities such as playing catch or games the boys referred to as baseball or football, were also popular; but these pursuits were unlike the more competitive sports enjoyed by older boys. By the time the boys were twelve years of age they turned to more highly organized games such as tennis and baseball. Girls turned to less active play during the period 8 to 12, and from age 12 to 15 found pleasure in playing the piano, reading, going to the movies, listening to the radio, and riding in an automobile.

---

*Paul Witty, Reading in Modern Education. Op.cit.

From age twelve to fifteen there appeared to be a sharp decrease in the amount of active spontaneous play, and a tendency developed on the part of both boys and girls to take part to a greater extent in sedentary pursuits. Going to the movies, listening to the radio, riding in an automobile, and watching contests gained favor during this period.

Thus, in these studies, one may note some activities that appear from decade to decade with little change in popularity. In fact, the changes necessary to make the Lehman-Witty list represent the later trends would involve chiefly a shift in the rank of some items associated with the increased popularity of TV, the radio, the comic book, and the picture magazine. A few additions of play activities traceable to progress in aviation and other technical fields would also be necessary.*

In Children's Interests and What They Suggest for Education,** Arthur T. Jersild and Ruth J. Tasch, reviewed results of questionnaires submitted to 2,248 children in grades one through twelve. These children represented "large-city, small-city, suburban, and small-town communities variously located in the Middle West, in the South, and in several localities within a radius of a hundred miles of New York City."*** Both Negro and white schools were included as well as several other large groups.

Jersild and Tasch commented:

> . . . at all age levels the most popular things outside are those falling in the category which includes sports, games, play and the like.... About three-fifths of the children in the first three grades mentioned items under the heading of sports, games, plays and outdoor

---

*See also James D. Wang, "The Relationship between Children's Play Interests and Their Mental Ability," The Journal of Genetic Psychology, XCIII (Sept, 1958), pp. 119-131.

**Arthur T. Jersild and Ruth J. Tasch, Children's Interests and What They Suggest for Education. New York: Teachers College, Columbia University, 1949.

***Arthur T. Jersild and R.J. Tasch, op.cit.

> activities. At the senior high school level about one-half of the children were still naming events in this general category. Other popular features of out-of-school life includes going to places of recreation, going to the movies (at the upper age levels), fraternising with people, and reading.

Although the responses given covered a "wide range," the authors maintained:

> It is apparent that experiences involving bodily activity, doing something, or going somewhere, are much more prominent than activities of a more intellectual aesthetic character. Many children do mention reading (and other related matters such as going to the library) in describing what they like best, but the youngsters who mention the delights of reading or other intellectual pursuits constitute a small minority. Moreover, it is mainly the girls who mention such intellectual enterprises.*

Hobbies, crafts, and mechanics, music and general cultural activities were seldom mentioned by these children. Home chores and responsibilities including household routines, grooming, and work were disliked most by the subjects.

Another study undertaken during the period prior to the advent of television yielded similar results. Approximately three hundred children in grades five through eight in a "typical midwest community" were asked by Inez Mauck and Esther Swenson** to rank six activities (sports, games, radio, reading, movies, and hobbies) according to the way "they used their spare time." The investigators reported in 1949 that:

> Reading was clearly overshadowed by sports, radio-listening, games, and movie attendance. The pattern of other activities did not vary greatly from grade to grade. Sports were consistently first, hobbies consistently, last. Radio-listening stayed near the top, in second or third place for all the grades. Movies seemed to go up somewhat among older children, as might be expected. Games showed the only consistent downward trend with increased age.

---

*Arthur T. Jersild, and R.J. Tasch, op.cit., p.47.

**Inez L. Mauck and E.J. Swenson, "Study of Children's Recreational Reading," Elementary School Journal, L (November, 1949), pp. 144-50.

> Reading, which seemed to go up in the scale of importance in grade VIII (ranking fourth among activities in the grade) actually had a lower average rank in that grade than in any other. The apparent 'rise' in its position was caused by the greater decline for games, resulting in pushing reading up one position on the scale for the grade.*

Still another investigation also emphasized differences between the sexes in favored activities and the changing pattern of interest with increase in age. One hundred twenty-four boys and sixty-nine girls ranging in age from four to thirteen were asked to name their favorite play interests and activities. In 1951, Jacob H. Conn reported that:

> the boys enumerated 109, and the girls 70 games with an overlap of 42 items. The greatest number of games was obtained from the boys and girls between 7 and 9 years and the smallest number was mentioned by the children between four and six years of age . . . . The twelve most popular boys' games stand in direct contrast to those selected by girls.**

| Boys | Girls |
|---|---|
| 1. Baseball | 1. Dolls |
| 2. Airplanes | 2. Singing Games |
| 3. Football | 3. Play House (School) |
| 4. Using Tools | 4. Mothers and Fathers |
| 5. Marbles | 5. Jump Rope |
| 6. Catchers | 6. Hide and Go Seek |
| 7. Hide and Go Seek | 7. Hop Scotch |
| 8. Firemen | 8. Sewing |
| 9. Ball | 9. Dodge Ball |
| 10. Cowboys | 10. Dancing |
| 11. Kites | 11. Guessing Games |
| 12. Swimming | 12. Dress-up and Play |

In 1956, Paul Witty and T. F. Gustafson studied by use of the Northwestern University Inventory the favorite play activities of fifth and eighth grade pupils in Wisconsin schools.*** One great change had taken place since the foregoing studies had been made. TV had appeared and had become the favorite leisure

---

*Inez L. Mauck and E. J. Swenson, op.cit.
**Jacob H. Conn, "Children's Awareness of Sex Differences,(II),Play Attitudes and Game Preferences." Journal of Child Psychiatry, II, 1951, pp. 82-89.
***Paul Witty and T. F. Gustafson, (Unpublished Study of the Play Activities of Kenosha County Children).

activity of pupils generally. Table I presents the most popular play activities of the fifth and the eighth grade pupils. Certain differences were observed between boys and girls, such as the greater appeal to boys of organized games, and the stronger interest of girls in sedentary activities. Yet the table shows the predominantly passive or sedentary nature of many of the favored pursuits of both boys and girls.

Table I

Favorite Play Activities of Fifth and Eighth Grade Boys and Girls (Kenosha)

| Fifth Grade | Eighth Grade |
|---|---|
| Watching TV | Watching TV |
| Helping Mother, Father or Teacher | Riding in an Auto |
| Reading Books | Helping Mother, Father or Teacher |
| Playing with Pets | Just Loafing |
| Looking at the "Funnies" | Listening to the Radio |
| Listening to the Radio | Playing with Pets |
| Writing on Blackboard | Reading Books |
| Playing Tag | Reading Jokes |
| Making Things | Drawing or Painting |

Constance M. McCullough studied through the use of "logs", children's out-of-school activities.* This study was made in 1954 in nine California schools. These schools were in three different socio-economic localities. The "waterfront" district was composed "largely of racial minority groups living in low-cost housing and employed as unskilled labor . . . ." The "central" group included three schools which were located in a district of native-born, skilled laborers having average incomes. And the third group, the "hill" schools were located in a district "representing upper-middle-class prosperity."

During one week, 391 fifth-grade pupils kept a "log" of their out-of-school activities including before-school, after-school, and after-dinner pursuits.

---

*Constance McCullough, "A Log of Children's Out-of-School Activities," The Elementary School Journal, LVIII (December, 1957), pp. 157-165.

Twenty-six "recreational" activities were cited 6,217 times; fourteen "work" activities, 2,922 times. Televiewing was by far the favorite activity of both boys and girls. Next in popularity for the boys was active sports followed by caring for pets, games, doing homework, straightening own room, and visits with friends. The girls mentioned televiewing, preparing meals, straightening own room, washing dishes, active sports, doing homework, and games. Book reading was low on the list except in the "hill" schools, where nearly half the children reported reading books." This activity was reported more frequently by the girls than by the boys in the "waterfront" schools.

"An easy life seems reflected in the data for boys in the central distict, who perhaps straightened their rooms and helped with the dishes and then were off to watch television and for fun with their friends." The waterfront boys reported as varied a recreational life but mentioned "more kinds of work." Club activity was not mentioned as often in the waterfront district as in the others.

According to the "activities mentioned by markedly more children in one group than in the other two groups," it appeared that the "waterfront" girls were the "work horses" of the community, who looked to the radio for entertainment, while the "hill" girls engaged in many "expression activities." The "central" girls tended to practice music, dry dishes, and go to the movies.

"Waterfront" boys were found to help their mothers, sing in the choir, and go to the movies. "Hill" boys led more eventful, somewhat social and inventive lives. They assumed responsibility inside and outside the home. The "central" boys were the most sedentary.

The author stresses the need for guidance of the pupils. The use of child study techniques is strongly recommended.

"Many children are probably paying more attention to television programs than they are to the teacher," says McCullough. But television can become a positive factor in the children's lives. "Children can be encouraged to watch programs which will lead to constructive thought and action in the classroom."

One of the conspicuous implications of these investigations is the need for guidance. Certainly some of the strong play interests of children might well be modified, replaced, or redirected. And in some cases, it appears that our primary responsibility is to create new interests as well as to stimulate a greater interest in school subjects.

## Reading

More than two hundred studies of the reading interests of children and youth have been made. From 1893 when M. B. C. True reported "What My Pupils Read" to the present time of the investigation, studies have been undertaken to determine the amount and nature of voluntary reading and the factors affecting reading preferences and activities.

Among the early studies to give attention to the development of reading interests, those of Lewis M. Terman and Margaret Lima were quite significant. In Children's Reading: A Guide for Parents and Teachers, first published in 1925, Terman and Lima concluded that "there are certain well-defined tendencies in reading interests that change as the child's experience grows and as his imagination and reasoning powers develop."*

Terman and Lima identified a number of factors inherent in the development of reading interests, such as age, health and physical development, school environment, home training, and variations in mental ability. They believed sex differences were a factor which "greatly influences reading interests". Although "at every age girls read more than boys", they reported few differences in reading choices until age nine when the divergence is very marked and the breech continues to widen up to adult life . . . . "*

---

*Lewis M. Terman and Margaret Lima, Children's Reading: A Guide for Parents and Teachers (Revised edition). New York: Appleton and Co., 1931, p. 31.

Both boys and girls enjoyed animal stories, but boys preferred adventure and vigorous action while girls liked fairy tales, poetry, and "sentimental" fiction. Boys, too, read more non-fiction than did the girls.

The amount of reading done by children showed a gradual increase from ages 6 to 12 or 13 with a gradual decrease thereafter.

In 1937, May Lazar reported "marked sex differences" in books chosen for reading. Again girls read more books than did the boys. Mystery stories were ranked first by both boys and girls. Boys chose next, in order, adventure, detective, history, invention, science, nature and animal, fairy tales, biography, novels, home and school, and poetry. Girls chose next, in order, fairy tales, adventure, home and school, history, detective, novels, nature and animal, biography, poetry, science, and invention. Lazar found that "the two main trends in the types of books read were the popular juvenile series and the standard children's classics . . . ."**

In 1944, Marie Rankin studied the circulation of books in eight public libraries located in Illinois, New York, and Ohio. The libraries were chosen

---

*Lewis M. Terman and Margaret Lima, op. cit., p. 68.
**May Lazar, Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children. Teachers College Contributions to Education, No. 707. New York: Teachers College, Columbia University, 1937.

to represent "large and small urban and village populations." She found that the ten most popular books of contemporary fiction that appeal to adolescent or near adolescent age children were: Sue Barton, Senior Nurse, by Helen D. Boylston; The Good Master, by Kate Seredy; Caddie Woodlawn, by Carol R. Brink; Silver Chief to the Rescue, by Jack O'Brien; Mountain Girl, by Genevieve Fox; The Jinx Ship, by Howard Pease; Silver Chief, Dog of the North, by O'Brien; Who Rides in the Dark, by Stephen Meader; Peggy Covers the News, by Emma Bugbee; and Sue Barton, Student Nurse, by Boylston.

Rankin asked junior high school pupils how they selected books and found "the theme or specific topic of the book . . . the most important single factor influencing the choice." Other factors included "the need for action, adventure, or excitement in a story," the recommendations of others (particularly friends of the same age), acquaintance with the authors' names or publications, and format of the book. Style of writing was mentioned by comparatively few children.*

In the spring of 1945, Paul Witty, Ann Coomer, and Dilla McBean surveyed the favorite books of almost 8000 children in ten elementary schools of Chicago.** Choices included stories of the following types: animal, fairy, and humor with a strong preference for animal stories persisting throughout.

---

*Marie Rankin, Children's Interests in Library Books of Fiction. Teachers College Contributions to Education, No. 906. New York: Teachers College, Columbia University, 1944, pp. 136-138.

**Paul Witty, Ann Coomer, and Dilla McBean, "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," The Journal of Educational Psychology, XXVII (May, 1946), pp. 266-278.

Alice P. Sterner reported in 1947 "marked" sex differences among high school pupils in reading tastes.* Boys preferred adventure while girls chose "modern fiction." Although book choices in successive grades were similar, Sterner noted that a gradual maturation in book taste occurred between grades 9 to 12.

In 1955, Herbert Rudman reported an investigation of the reading interests of 16,313 pupils in grades 4 through 8. Two hundred seventy communities selected "equally from the nine census regions of the United States; from rural, urban, and metropolitan communities . . . " were surveyed by questionnaire.

Rudman found that "children as a group choose mystery, adventure, children,** houses, and dogs to read about." From grades 4 through 8 interest in mystery stories and in reading about sports and recreational activities increased while interest in cowboy stories and fairy tales decreased. A strong interest in animal stories was maintained through-out these grades. Action and adventure seemed to be important items in determining the popularity of stories. "Few sharp sex differences" were noted in reading choices. Children from differing environments showed "little difference in . . . reading interests."

In 1955, Marion W. Taylor and Mary A. Schneider studied the book preferences of more than 5000 Chicago Public School children in grades 5, 6, 7, and 8.***

---

*Alice P. Sterner, Radio, Motion Picture, and Reading Interests. Teachers College Contributions to Education, No. 932. New York: Teachers College, Columbia University, 1947.

**Herbert C. Rudman,"The Informational Needs and Reading Interests of Children in Grades IV through VIII." The Elementary School Journal, LV (May, 1958), pp. 502-512.

***Marion W. Taylor and Mary A. Schneider, "What Books Are Our Children Reading? The Reading Interests of Upper-grade Pupils," Chicago Schools Journal, XXXVIII (January-February, 1957), pp. 155-160.

The investigators found a "statistically significant difference between boys and girls in their choice of subject interests." Boys, for example, chose adventure as their major interest. This was followed closely by sports and games. The girls preferred stories classified as "Teen-age and Romance" more frequently than any other category. This concentration of interest on the part of the girls was shown too in their choices of favorite titles. In the top seven titles named by girls, five were teen-age stories: Double Date, Little Women, Class Ring, Going on Sixteen, and Practically Seventeen. Black Beauty and Box Car Children were the other two choices.* Boys showed a more even distribution of choices at all grade levels --- among adventure, animal, sports, and humor, They named the following as top choices: 20,000 Leagues Under the Sea, Davy Crocket, Tom Sawyer, Homer Price, Black Beauty, Black Stallion, and World Series.

> Favorite authors were listed and "Rosamunde Du Jardin was the author chosen as the favorite by the greatest number of girls. Walt Disney was also the top ranking favorite for all the children . . . . Other authors ranking high as favorites were Betty Cavanna, Walter Farley, and Hans Christian Anderson.**

Differences between boys and girls in the amount and nature of magazine reading are revealed in several studies. Lazar, for example, found that boys more frequently turned to magazines than did girls.***Boys preferred detective and mystery stories while girls selected "general story types."

In a study by Paul Witty and David Kopel,**** periodicals proved to be popular in every grade above the second in the elementary school. Both girls and boys gave first rank to Child Life in grades 1 to 4. Popular Mechanics

---

*Marion W. Taylor, and Mary A. Schneider, op.cit., p. 158.
** Marion W. Taylor and Mary A. Schneider, op.cit.
***May Lazar, op.cit.
****Paul A. Witty and David Kopel, Reading and the Educative Process. Op.cit.

advanced to first place in the boys' preferences in grade 4, but in grades 6, 7, and 8, it was replaced by Boys' Life.

Another investigation by Witty and Coomer[*] showed that among high school pupils about four magazines (other than comics) were read regularly, and three, often. The popular magazines were the Reader's Digest, Life, and The Saturday Evening Post. There was little difference in the types of magazines reported from grade to grade; nor was there a tendency for the juniors and seniors to turn more often than freshmen to the sophisticated type of magazine. In general, high school girls preferred women's magazines while high school boys preferred magazines about science and mechanics.

Sterner concluded that high school "pupils choose the same periodicals no matter what their grade or their home background may be." Some variation in tastes was related to differences in intelligence, but only "in relation to sex is there any great difference in the choices of individual magazines. . . ."[**]

Esther Anderson asked junior high school pupils to list their favorite magazines. She found that boys read slightly more magazines than girls.[***]

A study by Miriam Peterson made in 1955 in five elementary schools in Chicago showed that among the magazines, boys preferred in order: Life, Look, and Boys' Life; girls chose Look, Life, and The American Girl.* A larger number of children's magazines was cited in the intermediate grades than in the upper grades. In general, girls preferred magazines about homemaking and fashions while boys selected those concerned with science and mechanics.

---

[*] Paul A. Witty, and Anne Coomer, "Activities and Preferences of a Secondary-School Group," The Journal of Educational Psychology, XXXIV (February, 1943), pp. 65-76.

[**] Alice P. Sterner, op.cit., p. 50.

[***] Esther Anderson, "A Study of Leisure-time Reading of Pupils in the Junior High School," The Elementary School Journal, XLVIII (January, 1948), pp. 258-267.

May Lazar reported in 1937 that the comic strips constituted the most popular section of the newspaper. Boys read newspapers more frequently than girls, but girls displayed wider interests.**

Anderson found few differences in the interests of junior high school boys and girls in parts of the newspaper. The comic strips had the greatest appeal, with general news and sports second and third among boys, and local news ahead of sports among the girls.***

Peterson too reported that Chicago children in grades 5 through 8 gave top ranking to comic strips. Boys "attributed second preference to 'sports' in contrast with the low ranking accorded it by girls."****

One of the most extensive investigations of reading interests was reported by George W. Norvell in 1958.***** Data were assembled from the expressions of opinion by more than 24,000 children in grades 3 to 6 throughout the state of New York. Elements favorable to reading for boys included: adventurous action; physical struggle; human characters; animals; humor; courage and heroism; and patriotism. The following unfavorable elements were reported: description; didacticism; fairies; romantic love; sentiment; girls or women as leading characters; and physical weakness in male characters.

---

*Miriam Peterson, Reading Preferences and Interests of Pupils in the Chicago Public Elementary Schools, Grades V through VIII. An unpublished Ph.D. study, Northwestern University, August 1955.

**May Lazar, op.cit.

***Esther Anderson, op. cit.

****Miriam Peterson, op.cit.

*****George W. Norvell, What Boys and Girls like to Read. Morristown, New Jersey: Silver Burdett Company, 1958.

Favorable items for girls were: lively adventure; home and school life; human characters; domestic animals and pets; romantic love; sentiment; mystery; the supernatural; and patriotism. Violent action; description; didacticism; boys and girls younger than the reader (except babies); and fierce animals were disapproved elements.

The influence of advancing maturity was studied. It was found that many selections classified as juvenile, increased in appeal to a high point and then declined. Moreover, many rhymes from Mother Goose were enjoyed as late as grade 6; many others were rejected as early as grade 3. It was pointed out that Aesop's Fables and fairy tales were especially popular in grades 3 to 5; and myths, legends and hero and folk tales were most popular in grades 5 to 7. Sex differences in children's choices in reading appeared as early as the third grade; girls were found to enjoy many boys' books, but boys rejected almost all girls' books. Boys' magazines were liked primarily by young boys, girls' magazines, by young and older girls. And many adult magazines proved popular with both boys and girls.

The results of the study showed clearly that superior, average, and slow pupils usually enjoyed the same kinds of reading materials. Finally, Norvell concludes:

> Reading materials for children have an excellent chance for popularity when they combine several of the favorable interest factors — action, humor, animals, patriotism, holidays — and are free of the unfavorables — nature (poetry of trees, flowers, birds, bees), didacticism, fairies.

Included in the San Francisco "mass-media" study, already cited, were estimates of the amount of reading by elementary school pupils.

> The amount of book reading increases from first grade through sixth, and girls read more books than boys. On the family interviews, children in the elementary grades could, on the average, give the names of approximately *three* books each of which they could recall reading in the last six months. The communication diaries — which in other media tended to give lower figures than did the interviews -- showed fifth and sixth graders reading (or reading in) an average of 1.7 books each during the test week. It is probably, therefore, that the average student in the elementary grades, once he has learned the basic skill of reading, reads between one-half and one book per month during the school year. (Report 4, pages 1 and 2).

Among the diverse titles reported story books were most frequent.

> Stories are what they chiefly read. Books about every day life, science, distant places and people, and other non-story topics, fill less than 15 percent of their reading time even in the fifth and sixth grades. Biography and history begin to bulk larger in reading time, by the third grade, and in the fifth and sixth grades one begins to find, in addition to the story books, a few of the titles that suggest a hobby or forecast a life interest. The favorite books they named in the fifth and sixth grades include some well-known titles which have given pleasure to earlier generations; for example, *Black Beauty* (12 votes), *Little Women* (8 votes) *Wizard of Oz*, *Heidi*, *Huckleberry Finn*, *Tom Sawyer*, and *Treasure Island* (3 each). But even these great old favorites attracted only a tiny percentage of the votes. The significant feature of the data on book titles was the spread, rather than the concentration. (Report 4, page 2)

Magazine reading too was limited.

> In the first year of school, less than half the children have any regular contact with magazines. By the age of 12, more than three-quarters of all children have some contact with magazines, and the average per child is between one and two magazines seen regularly . . . .
>
> *Humpty-Dumpty* was mentioned oftenest in the first two grades, but was passed by *Life* in the third grade; and *Life's* lead continued to grow through the sixth grade. (Report 4, pages 6 and 7)

Comic books were not read frequently; in fact the average child was found to read a little over two comic books each month.

## Vocational and Educational Interests

One of the first studies of vocational interests was reported in 1898 by Will S. Monroe. He presented the following question to 1775 Massachusetts school children ranging in age from eight to sixteen years: "Tell what you would like to do when you grow to be men (and women) and why." He found that:

> Forty-three percent of the girls and four percent of the boys say that they would like to be instructors of youth. This profession is mentioned oftenest by girls of nine, when it is preferred by fifty-four percent, and least by girls of sixteen when it is given by twenty-eight percent. With the boys there is an increase in the number selecting teaching until the tenth year when it reaches ten percent, and from this time on there is a gradual decrease until the age of fifteen, when but one percent of the boys name teaching. If this study may be accepted as a probable index of the future activity of our present school population, it indicates that the teaching business will be more largely in the hands of women than it is today. The other professions -- the ministry, medicine, and law -- are preferred by twenty-one percent of the boys and eight per cent of the girls.
>
> Although the majority of the parents of the children are day laborers or housekeepers, but six percent of the boys and about the same proportion of the girls hope to engage in personal or domestic service.*

Data obtained from later studies of vocational preferences show that children need guidance and help in making individually suitable choices of a vocation. In one study, made in 1938,** aviation represented the most popular preference of second grade boys. The popularity of aviation was maintained throughout the grades, although in the fifth grade it was outranked by medicine, and in the seventh grade by engineering. Many of the vocational preferences of older pupils seemed to be expressions of illusory hopes since the "glamour" occupations and the professions constituted far too large a proportion of the choices in terms of the opportunities offered in these areas.

---

*Will S. Monroe, "Vocational Interests of Children," Education, XVIII, (Jan.,1898), pp. 259-64.

**See studies reported in Reading in Modern Education, op. cit, Chapter II.

In another study, large groups of Negro and white high school students filled out an inventory of interests and activities.* A section of the inventory contained the following questions: Have you decided as yet what occupation you would like to enter when you complete your education? Definitely? Has anyone assisted you in deciding upon a vocation? Who? Do you expect to finish high school? Do you intend to go to college? Do you want to go to college?

In several ways the data corroborated the results of earlier studies. Moreover, the data for the Negro and white groups were similar in many respects. In the latter group more than twenty-five percent of the boys expressed a preference for engineering; this was closely followed by aviation (twenty-one percent). Next in order were machinist (eleven per cent), forestry (seven and seven-tenths per cent), and office work (seven and one-tenth per cent). Medicine was designated by four and seven-tenths of the boys. Three occupational groups — stenography and office work, teaching and nursing — accounted for most of the choices of girls. Ninety-three percent of the girls listed one of these three as a preferred vocation. The girls were interested also in journalism, modeling, aviation (air stewardess), designing, and art. A few girls professed a desire to become beauticians.

Another investigation which yielded similar results was made by Arthur T. Jersild and his associaties.** Four hundred children, of ages five through twelve were included.

---

*Paul Witty, Sol Garfield, and William G. Brink, "A Comparison of the Vocational Interests of Negro and White High School Students," The Journal of Educational Psychology, XXXII (1941), pp. 124-132.

**Arthur T. Jersild, Frances V. Markey and Catherine L. Jersild, Children's Fears, Dreams, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories. Child Development Monographs, No. 12. New York: Teachers College, Columbia University, 1933, p. 36.

> Almost half of the children interviewed (47.1 percent) when asked what they wanted to be when they were grown chose occupations in the professions or as business executive, artist, writer, musician, etc. Nursing, aviation, clerical work, skilled labor, and petty trades comprised 33.2 percent of the choices; 5 percent of the children were undecided and did not wish to commit themselves; 6.8 percent chose semi-skilled and unskilled labor; the remaining choices were scattered among other categories, such as sports, motherhood, unintelligible replies, or general, indefinite answers.

Age differences were conspicuous, too:

> Older children chose professional work, and business management more frequently than the younger ones did: the respective percentages for children aged 5 to 6 and children aged 11 to 12 are 33.0 and 52.0. Older children likewise showed a greater pseference for clerical work, nursing, and aviation than did younger children.

Other studies have yielded similar results. In an unpublished study made in 1955 by Paul Witty and G. E. Gustafson, the occupations shown in tables 2 and 3 were selected by fifth and eighth grade pupils.

Table 2
Vocational Choices (Kenosha)
Fifth Grade

| Boys | Girls |
|---|---|
| Pilot | Nurse |
| Doctor | Teacher |
| Engineer | Housewife |
| Carpenter | Airline Hostess |
| Sailor | Actress |
| Farmer | Secretary |
| Mechanic | Tap Dancer |
| Actor | Skater |
| Cowboy | Wac |

Table 3
Vocational Choices (Kenosha)
Eighth Grade

| Boys | Girls |
|---|---|
| Engineer | Secretary |
| Farmer | Nurse |
| Doctor | Teacher |
| Baseball Player | Stewardess |
| Architect | Housewife |
| Scientist | WAVE |
| Forest Ranger | Actress |
| Truck Driver | Scientist |
| Musician | Singer |

The vocational choices of students in many secondary schools, like those of elementary school pupils, are to some extent the expression of vain hopes. However, the expression of interests by high school students appears to be more realistic today than in former years. Yet much guidance is now needed.

Hurlock states:

> Vocational interests change frequently during adolescence. The most frequent and most radical changes occur early in adolescence as there is a shift from unrealistic to more realistic vocational aims. Vocational interests continue to change even after adolescence, as may be seen by the frequency of vocational shifts. But the changes are less frequent and more conservative as the individual grows older.*

It has sometimes been stated that adolescent preferences for occupations seldom find later fulfillment. Two investigators studied the relationship of the occupational choice to the pursual of occupation by 322 tenth and twelfth grade boys in Wisconsin public schools. Table 4 shows the occupations chosen and the percentages entering eqch occupation.**

---

*Elizabeth B. Hurlock, Adolescent Development. New York: McGraw-Hill, 1949, p.276.

**Robert Ranstad and John W.M. Rothney, "Occupational Classification and Research Results," Personnel and Guidance Journal, XXXVI (March, 1958), pp. 465-472.

Table 4

Occupational Choices of Tenth and Twelfth Grade Boys (From Ranstad and Rothney)

| Category | 10th Grade Choice | % entering | 12th Grade Choice | % entering |
|---|---|---|---|---|
| Professional | 29.2 | 69.1 | 20.5 | 81.8 |
| Semi-professional | 12.0 | 10.3 | 8.1 | 34.6 |
| Managerial | 2.2 | 42.9 | 9.3 | 30.0 |
| Clerical | 2.5 | 37.5 | 2.2 | 71.4 |
| Sales | 1.9 | 16.7 | 2.8 | 11.1 |
| Service | 2.2 | 28.6 | 0.9 | 0.0 |
| Agriculture | 20.5 | 65.2 | 15.5 | 78.8 |
| Skilled | 17.0 | 34.5 | 11.5 | 35.1 |
| Semi-skilled | 1.9 | 100.0 | 5.3 | 82.4 |
| Armed Forces | 2.8 | 44.4 | 2.8 | 44.4 |
| Unskilled | 1.6 | 80.0 | 0.9 | 100.0 |
| No choice | 6.2 | ---- | 20.2 | ---- |

It may be seen that high percentages of the subjects in the two groups entered the occupation chosen in the tenth or twelfth grades. Examination of Table 4 will show great variations in the percentages entering certain occupations. Thus, although 1.9 percent of the tenth graders chose sales work, 16.7 percent entered this field. Clerical work, chosen by only 2.5 and 2.2 percent of these tenth and twelfth grade boys was entered by 37.5 and 71.4 percent respectively. On the other hand, high percentages of pupils who chose the professions actually entered them.

Two other investigators studied the attitudes of pupils toward occupations. Thirteen thousand former high school and junior college students commented on their needs.*

> The urgent need for more help in choosing and preparing for an occupation was voiced by large numbers of former students. Youth wanted help with more exploration and preparation for vocations and more vocational guidance and placement.

---

*William H. McCreary and Donald E. Kitch, "Now Hear Youth". Bulletin No. 9. California State Department of Education, Sacramento, October 1953.

The college graduates were not highly critical of their high school experiences.

> "The graduates who had gone to college were well-satisfied with their high school education. Men and women named English as the most helpful subject in preparing them for post-high school education. The second most valuable subject for men was mathematics; for women, business training. Typewriting was frequently mentioned as a 'must' for all college-bound students . . . . Students ranked lowest the preparation they had received for marriage and family life."

One fact concerning parents' attitudes toward school and college has become abundantly clear. Today, the ever-increasing dream of the average American is to send his children to college. Thus, Time magazine (September 28, 1959) reports the results of a nationwide survey made by Elmo Roper for the Ford Foundation.

> 69% of all American children now under 18 will go to college if parental ambitions are realized. The expectation is highest in the mountain states (80%), lowest in New England (63%).
>
> ......
>
> 67% of the parents say they will use savings, 41% anticipate scholarship , 29% will depend on income, 10% hope for loans. Some 28% expect their children to work part time.

Interest in and liking for school subjects have not been investigated so thoroughly as have vocational preferences. However, over the past few decades, several studies have revealed a relationship between attitude amd failure in specific fields. For example, one of the investigators has repeatedly cited retarded readers who displayed an antipathy for or indifference toward reading. He has called attention, also, to the lack of interest in reading which frequently characterizes such pupils.* On the other hand, a favorable attitude toward reading has been found to be associated with highly successful performance as judged by teachers' estimates.

---

*Paul Witty, Reading in Modern Education. Op. cit.

Thus, L. M. Terman and Melita H. Oden report the results obtained in a study of the scholastic interests of gifted and "control pupils".*

> The first page of the blank contained a list of practically all the school subjects taught in California public schools, and the children were asked to rate for both interest and difficulty all they had ever studied. Because of difficulties experienced by the younger children in reading and understanding the instructions, especially by children in the control group, the following summary of results is limited to the responses of children of ages eleven to thirteen inclusive. These included 209 gifted subjects and 262 of the control group.
>
> The ratings were on a five-step scale: (1) "like very much"; (2) "like fairly well" (3) "neither like nor dislike"; (4) "rather dislike"; (5) "dislike very much". . .
>
> The preference ratings showed that, in general, the gifted children were more interested than were unselected children in school subjects which are most abstract, and somewhat less interested in the more "practical" subjects . . . . The school subjects were ranked by us according to order of preference, separately for gifted boys, control boys, gifted girls, and control girls. This revealed that the scholastic interests of gifted boys and control boys were much more alike than were the interests of gifted and control girls. The two rankings for boys gave a rank-order correlation of .72; the two rankings for girls only .16. In fact, the scholastic interests of gifted girls resemble those of gifted boys much more than they resemble those of control girls. In other words, the scholastic interests of girls appear to be more influenced by superior intelligence than are those of boys.
>
> Ratings were obtained from teachers on the quality of work the children were doing in the school subjects they were taking, and it is interesting to note the relationship between these ratings and the preference ratings given by the children. The correlation of .41 which was found would have been considerably higher but for the low reliability of teachers' ratings.

---

*Lewis M. Terman and Melita H. Oden, Genetic Studies of Genius, IV: The Gifted Child Grows Up. Stanford, California: Stanford University Press, 1947, pp. 30-44.

As the foregoing relatively low correlation may suggest, factors in addition to subject preference are associated with success in schoolwork. Moreover, children's reasons for wanting to go to school are correspondingly varied and complex. In one investigation, it was reported:

> . . . . Only 20.4 percent of all children give enjoyment of school as such or enjoyment of school subjects as their reason for preferring to go to school. The largest group of replies (given by 46.9 percent of the children) included the general statement of a desire to be educated for practical reasons or a desire not to be stupid . . . . Children above average in intelligence mention the reason that they like school or like particular subjects somewhat more frequently than less intelligent children.*

Differences in the mastery of specific school subjects as well as in attitudes toward reading have also been reported. Willard C. Olson concludes:

> A fairly consistent finding in the elementary grades is that on the average girls are better than boys in reading comprehension, vocabulary, and basic language skills. Boys tend to show superiority in arithmetic. At the secondary level some studies have indicated that boys are superior on most tests, while girls tend to maintain their superiority in reading.**

It has become clear that not only do girls often achieve greater success in reading than boys, but their success is often accompanied by a more favorable attitude toward reading as well as by greater interest in reading. Certainly the interest factor has been demonstrated to be a consideration of significance in fostering successful endeavor in every school subject. Concerning its importance in the field of reading, Norvell states "to increase reading skill, promote the reading habit, and produce a generation of book-lovers, there is no other factor so powerful as interest."***And we might add that for promoting progress and attainment in other kinds of worthwhile educational endeavor, interest is similarly significant and effective.

---

*Arthur T. Jersild, Frances V. Markey and Catherine L. Jersild, Children's Fears, Dreams, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories. Op. cit., pp. 84, 86.
**Willard C. Olson, Child Development (Second edition). Boston: D. C. Heath and Company, 1959, p. 155.
***George W. Norvell, "Some Results of a Twelve Year Study of Children's Reading Interests," The English Journal, XXXV (December, 1946), pp. 531-536.

## RESULTS OF INVESTIGATION

In this section data will be presented on (a) TV, Radio, and Movies; (b) Play and Recreation; (c) Reading; and (d) Vocations and Education.

### TV, Radio and Movies

Several studies have revealed the popularity of TV. In this investigation, TV appears as the favorite leisure pursuit of the pupils.

It is of interest that almost all pupils in Gary, Skokie-Des Plaines, and Evanston had access to TV at home. Moreover, there was little difference between the percentages of sets in the homes in the four cities. About 42 percent of the entire group had two or more sets at home; and many had color TV. Table 5 presents the data.

Table 5
Percent of Pupils in Grades 3 through 9 Who Have TV at Home (99% return)

| Grades | TV | 2 or more Sets | Color TV |
|---|---|---|---|
| 3-6 | 98.4 | 34.6 | 5.0 |
| 7 & 8 | 99.1 | 50.2 | 2.3 |
| 9 | 99.3 | 39.8 | 1.4 |

The variations in the percents of pupils having two or more TV sets and color TV may be attributed to the selection of subjects. Thus, the average number of families having two or more sets was somewhat higher in Evanston, and Skokie-Des Plaines, than in Gary. However, color TV was no more frequently found in the North Shore homes than in Gary. Table 6 gives these data.

Table 6
Percent of TV Ownership (99% return)

| | Gary | Skokie-Des Plaines | Evanston | Average |
|---|---|---|---|---|
| TV Set | | | | |
| Yes | 99.0 | 99.1 | 98.8 | 99.0 |
| No | 1.0 | .9 | 1.2 | 1.0 |
| Color TV | | | | |
| Yes | 3.2 | 2.8 | 2.6 | 2.9 |
| No | 96.8 | 97.2 | 97.4 | 97.1 |
| How Many | | | | |
| 2 | 28.5 | 35.9 | 37.1 | 33.8 |
| 3 or more | 3.0 | 11.1 | 9.0 | 7.7 |

The time devoted to TV is indicated in Table 7. Similar to other studies, this investigation yielded an average in grades 3 to 6 of 21 hours for the boys and 18 for the girls. The average for the combined group of boys and girls was about 20 hours. For pupils in grades 7 through 9, the averages were a little lower than for the younger group. Noticeable is the fact that girls in all three groups viewed TV less frequently than did the boys. The amount of time devoted to TV in the three cities was similar.

Table 7
Average Hours Spent Weekly in Televiewing
by Pupils in Grades 3 through 9 (91% return)

| Grades | Boys | Girls | Boys & Girls |
|---|---|---|---|
| 3-6 | 21.0 | 18.1 | 19.6 |
| 7&8 | 18.9 | 14.4 | 16.7 |
| 9 | 17.7 | 16.5 | 17.1 |
| 3-9 | 19.2 | 16.3 | 17.8 |

Table 8 shows the favorite programs of the boys and girls at the different levels. In grades 3 through 6, The Three Stooges was very popular as was Bugs Bunny. Differences between the boys and girls were conspicuous; for example, Shirley Temple was the first choice in the girls' list, and westerns, which did not appear in the girls top five, attained fourth and fifth ranks in the boys' lists. In grades 7,8, and 9, boys continued to favor westerns. And girls in grades 7,8, and 9 gave higher ranking to family type programs, than did the boys. Noticeable, too, was the popularity of Shock Theatre among the boys in this study. When tabulations were made for the entire group of boys and girls, these sex differences appeared conspicuously (See Table 9). The percent of votes for each program shown in Table 9 attests to the popularity of certain types of presentations, such as westerns and thrillers for the boys and music for the girls. Noteworthy too, was the variety of programs mentioned as favorites.

Table 8
Favorite TV Programs of Pupils in Grades 3 through 9 (98% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Three Stooges | 21.2 | Shirley Temple | 16.4 |
| Bugs Bunny | 14.6 | Three Stooges | 15.9 |
| Zorro | 13.9 | American Bandstand | 10.5 |
| Rifleman | 13.4 | Bugs Bunny | 10.4 |
| Roy Rogers | 9.0 | Amos & Andy | 10.4 |
| | | Father Knows Best | 9.9 |
| | Grades 7 & 8 | | |
| Maverick | 17.8 | American Bandstand | 35.8 |
| Shock Theatre | 15.6 | Dick Clark Show | 22.7 |
| Gunsmoke | 11.9 | Father Knows Best | 21.7 |
| Sea Hunt | 11.6 | Maverick | 15.3 |
| Rifleman | 11.3 | Donna Reed | 10.5 |
| | Grade 9 | | |
| Maverick | 25.8 | American Bandstand | 21.4 |
| Rifleman | 11.3 | Dick Clark Show | 19.3 |
| Sea Hunt | 11.3 | Father Knows Best | 15.0 |
| Gunsmoke | 10.7 | Maverick | 12.1 |
| Shock Theatre | 10.6 | Ozzie & Harriett | 6.4 |
| American Bandstand | 6.3 | | |

Table 9
Favorite TV Programs of Combined Groups (98% return)

| Boys | Percent | Girls | Percent | Boys & Girls | Percent |
|---|---|---|---|---|---|
| Three Stooges | 12.9 | American Bandstand | 22.6 | American Bandstand | 13.4 |
| Maverick | 12.1 | Father Knows Best | 15.5 | Three Stooges | 11.2 |
| Rifleman | 12.0 | Dick Clark Show | 11.4 | Maverick | 10.0 |
| Shock Theatre | 10.8 | Shirley Temple | 9.6 | Rifleman | 9.3 |
| Bugs Bunny | 9.2 | Three Stooges | 9.3 | Father Knows Best | 8.1 |
| | | | | Shock Theatre | 8.1 |

Certain programs were disliked by pupils at all three levels. Tables 10 and 11 present these programs. General prevailing attitudes of the pupils may account for their disapproval of some programs. Thus, TV programs designed for children were often cited as disapproved by older pupils whose disdain may reflect their quest for maturity, as in the case of their frequent citation of Bugs Bunny. On the other hand, a program of high favor with older pupils, American Bandstand, was disliked by younger pupils. It should be observed that a popular program may also be disliked by a minority of pupils in the same group that favors it.

Table 10
TV Programs Disliked by Pupils in Grades 3 through 9 (85% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | | Grades 3-6 | |
| Mickey Mouse Club | 9.6 | News | 14.0 |
| News | 9.2 | Susan Show | 10.3 |
| Susan Show | 8.4 | Shock Theatre | 7.2 |
| Romper Room | 6.6 | Bugs Bunny | 6.7 |
| American Bandstand | 5.6 | Mickey Mouse Club | 4.8 |
| | | Romper Room | 4.8 |
| | | Grades 7 & 8 | |
| Mickey Mouse Club | 11.7 | Mickey Mouse Club | 13.0 |
| Lawrence Welk | 7.7 | Bugs Bunny | 7.5 |
| Meet the Press | 6.7 | Shock Theatre | 7.5 |
| Ed Sullivan | 6.4 | Susan Show | 7.2 |
| Susan Show | 6.4 | Lawrence Welk | 6.5 |
| Capt. Kangaroo | 6.0 | Garfield Goose | 5.5 |
| News | 6.0 | | |
| | | Grade 9 | |
| Ed Sullivan | 15.2 | Mickey Mouse Club | 8.5 |
| Lawrence Welk | 10.5 | Susan Show | 6.5 |
| Meet the Press | 7.6 | Lawrence Welk | 5.2 |
| Mickey Mouse Club | 6.7 | Shock Theatre | 5.2 |
| Garfield Goose | 6.7 | Boxing | 4.6 |
| Shock Theatre | 5.7 | Garfield Goose | 3.9 |

Table II
TV Programs Disliked by Combined Groups (85% return)

| Boys | Percent | Girls | Percent | Average | Percent |
|---|---|---|---|---|---|
| Mickey Mouse Club | 9.3 | Mickey Mouse Club | 8.8 | Mickey Mouse Club | 9.0 |
| Ed Sullivan | 7.8 | Susan Show | 8.0 | Susan Show | 6.7 |
| Lawrence Welk | 7.1 | News | 6.9 | Shock Theatre | 5.9 |
| Susan Show | 5.3 | Shock Theatre | 6.6 | News | 5.3 |
| Shock Theatre | 5.2 | Bugs Bunny | 5.1 | Ed Sullivan | 3.3 |
| | | | | Bugs Bunny | 3.3 |

Table 12 presents some of the pupils' reasons for disliking programs. Their assigned reasons corroborate, it seems, the foregoing observations concerning why some programs are disliked. The adjectives "silly", "boring", and "childlike" suggest once again the older child's lack of approval for obviously immature offerings on TV. Girls frequently expressed a dislike for programs they described as scary and ugly. In the case of Shock Theatre, the frequently stated dislike may reflect adult disapproval since this program was also mentioned again and again by parents as undesirable. The reasons of the older pupils were different from those of the younger boys and girls. "Not good", "scary", and "ugly" were expressions used by the younger group, while the uninteresting character of programs was repeatedly given among the older pupils' more mature reasons for rejecting presentations.

Table 12

Boys'& Girls' Reasons for Disliking Programs (71% return)

| Grades 3-6 | Percent | Grades 7 & 8 | Perdent | Grade 9 | Percent |
|---|---|---|---|---|---|
| Not Good | 60.4 | Boring | 29.2 | Not Interesting | 32.1 |
| Ugly | 19.9 | Not Interesting | 28.5 | Silly | 29.7 |
| Scary | 19.7 | Childish | 23.1 | Childish | 15.5 |

Much less time appears to be spent with radio than with TV. Table 13 presents data related to radio listening. It is apparent that girls gave more time to radio than did the boys, but that for both boys and girls, the amount of time increased with advancement in grade. Thus, the girls in the ninth grade reported spending on the average more than 11 hours each week with radio while the average for girls in grades 3 through 6 was only about 6 hours. The boys also increased the time spent with radio, from 4.7 hours in grades 3 through 6 to 8.4 hours in grade 9.

Table 13

Average Hours Spent Weekly in Radio Listening (84% return)

| Grades | Boys | Girls | Boys & Girls |
|---|---|---|---|
| 3-6 | 4.7 | 5.8 | 5.3 |
| 7&8 | 7.3 | 8.9 | 8.1 |
| 9 | 8.4 | 11.4 | 9.9 |
| 3-9 | 6.8 | 8.7 | 7.8 |

Dislike or disapproval was less frequently expressed for radio than for TV programs. Only 39 percent of the entire group answered the question concerning their disliked programs. "News" led the list of radio programs cited as "disliked". In grades 3 through 6, 17 percent indicated this attitude; next in dislike was music and singing programs which received 5 percent of the votes; Vivian Carter and Lucky Cordell (disc jockey programs) eadh received 4 percent of the votes of disapproval. "Weather" was mentioned too, by 4.5 percent of the pupils, and the remaining votes were widely scattered. Indifference toward radio seemed to characterise many pupils in grades 3 through 6; 59.2 percent did not answer the question.

In the groups of older pupils, fewer strong expressions of disfavor were given. And the votes were more widely scattered than in the younger group. Ten percent of the expressions were directed toward "serials"; 9 percent toward "news".

It is clear that in this investigation, "radio" proved more popular with the older than with the younger pupils. The disc jockyy and "crooner" types were the favorites — not only as shown in the pupils' lists of preferred programs but also as indicated by the lower frequency of votes of disfavor. But TV was the preferred leisure pursuit with a popularity far exceeding radio in all three groups.

Favorite radio programs are cited in Table 14. There was frequent reference to stations WJJD, WIND, and WWCA. The popularity of these stations may be attributed to the fact that they provide an almost continuous offering of musical programs at hours when pupils listen most. Included on these programs are many disc jockey offerings in which favorite singers or "crooners" are featured. In all districts the musical or disc jockey program was generally popular — especially among the older pupils. Howard Miller and Vivian Carter are examples of popular entertainers or disc jockeys. Favorites in Gary, Skokie-Des Plaines, and Evanston are shown in Table 14. There were fewer differences than in TV between the program favorites of the younger and the older groups. Moreover, younger pupils turned to radio much less frequently than to TV.

Table 14

Favorite Radio Programs of Pupils in Grades 3 through 9 (71% return)

| | Boys | Percent | Girls | Percent |
|---|---|---|---|---|
| Grades 3-6 | Lucky Cordell | 25.6 | Lucky Cordell | 34.4 |
| Gary | Vivian Carter | 13.8 | Vivian Carter | 20.7 |
| | WWCA | 10.8 | Music | 14.1 |
| | Howard Miller | 10.8 | WWCA | 13.2 |
| | News | 8.4 | Howard Miller | 12.3 |
| | Jerry Gerrard | 8.4 | | |
| | Weather | 6.0 | | |
| Skokie-Des Plaines | | | | |
| | WJJD | 23.2 | WJJD | 34.0 |
| | News | 8.1 | Music | 13.0 |
| | Howard Miller | 5.1 | News | 8.6 |
| | Baseball | 4.0 | Howard Miller | 8.0 |
| | WIND | 3.5 | WIND | 3.1 |

Table 14 (cont.)

Favorite Radio Programs of Pupils in Grades 3 through 9 (87% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 7 & 8 | | |
| | Skokie-Des Plaines | | |
| WJJD | 36.5 | WJJD | 50.2 |
| WIND | 19.7 | WIND | 29.2 |
| Howard Miller | 13.1 | Howard Miller | 17.0 |
| Top 40 | 7.3 | Top 40 | 10.0 |
| Music | 5.8 | Music | 4.4 |
| Wally Phillips | 5.8 | | |
| | Grade 9 | | |
| | Gary | | |
| Jerry Gerrard | 40.4 | Jerry Gerrard | 57.7 |
| Vivian Carter | 36.8 | Vivian Carter | 48.0 |
| Herb Kent | 33.3 | Herb Kent | 34.6 |
| Lucky Cordell | 22.8 | Lucky Cordell | 23.1 |
| King Bee | 17.5 | Howard Miller | 19.2 |
| | Evanston | | |
| Top 40 | 23.2 | WJJD | 42.0 |
| WJJD | 18.8 | Howard Miller | 27.2 |
| Howard Miller | 17.4 | WIND | 24.7 |
| Wally Phillips | 10.1 | Top 40 | 18.5 |
| 560 Club | 10.1 | Jam With Sam | 12.3 |
| Suspense | 6.7 | | |
| Football games | 6.7 | | |

In Table 15, the extent of movie attendance (outside the home) is indicated. In grades 3 through 6 about 35 percent of the boys and 27 percent of the girls stated that they attended "movies" once each week, while approximately 36 percent of both boys and girls said that they went once or twice per month. Less frequent attendance was reported by the older pupils; and the boys appeared to go to the movies more often than the girls.

Table 15

Movie Attendance Outside the Home by Pupils in Grades 3 through 9 (87% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Once per week | 34.5 | Once per week | 26.8 |
| Once per month | 24.4 | Once per month | 24.3 |
| Twice per month | 12.5 | Less than once or twice per year | 13.2 |
| 3 to 6 times per year | 9.6 | 3 to 6 times per year | 12.3 |
| Once or twice per year | 9.6 | Twice per month | 10.9 |
| Less than once or twice per year | 6.6 | Once or twice per year | 7.7 |
| Twice per week | 2.8 | Twice per week | 4.8 |

Table 15 (cont.)
Movie Attendance Outside the Home by Pupils in Grades 3 through 9 (87% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 7 & 8 | | |
| Once per month | 33.0 | Once per month | 33.9 |
| Twice per month | 24.1 | Twice per month | 26.9 |
| Once per week | 19.4 | Once per week | 16.5 |
| 3 to 6 times per year | 10.2 | 3 to 6 times per year | 13.3 |
| Less than once or twice per year | 7.4 | Less than once or twice per year | 5.8 |
| Twice per week | 4.0 | Once or twice per year | 2.6 |
| Once or twice per year | 1.9 | Twice per week | 1.0 |
| | Grade 9 | | |
| Once per month | 31.5 | Twice per month | 35.5 |
| Twice per month | 23.7 | Once per month | 22.4 |
| Once per week | 17.4 | Less than once or twice per year | 13.8 |
| Less than once or twice per year | 12.6 | Once per week | 13.0 |
| 3 to 6 times per year | 11.2 | 3 to 6 times per year | 9.4 |
| Once or twice per year | 3.6 | Once or twice per year | 3.6 |
| | | Twice per week | 2.3 |

Table 16 gives the favored movies. White Wilderness (Walt Disney production) was the preferred movie of the girls and the boys in grades 3 through 6, while The Blob was extremely popular in grades 7 and 8. It is of interest that The Blob was second in the list for the ninth grade boys, while the girls gave second place to a romantic picture, Reluctant Debutante.

Table 16
Movie Preferences of Pupils in Grades 3 through 9 (85% return)

| Boys | Percent | Grades | Girls | Percent |
|---|---|---|---|---|
| | | 3-6 | | |
| White Wilderness | 14.1 | | White Wilderness | 15.2 |
| The Blob | 13.9 | | Old Yeller | 13.1 |
| Old Yeller | 13.7 | | Snow White | 9.5 |
| The Spider | 8.3 | | Ten Commandments | 8.8 |
| I Married a Monster from Outer Space | 7.1 | | The Spider | 8.2 |
| | | 7 & 8 | | |
| The Blob | 31.8 | | The Blob | 15.8 |
| I Married a Monster from Outer Space | 16.5 | | White Wilderness | 9.1 |
| Bridge on River Kwai | 9.3 | | Mardi Gras | 8.1 |
| White Wilderness | 7.6 | | Geisha Boy | 6.7 |
| No Time for Sergeants | 6.6 | | Rock a Bye Baby | 6.7 |
| | | | I Married a Monster from Outer Space | 6.3 |
| | | | Reluctant Debutante | 6.3 |

Table 16 (cont)
Movie Preferences of Pupils in Grades 3 through 9

| Boys | Percent | Grade | Girls | Percent |
|---|---|---|---|---|
| | | 9 | | |
| Cat on a Hot Tin Roof | 16.0 | | Cat on a Hot Tin Roof | 20.4 |
| The Blob | 10.4 | | Reluctant Debutante | 15.1 |
| The Robe | 9.6 | | Damn Yankees | 12.9 |
| Damn Yankees | 8.0 | | Defiant Ones | 7.6 |
| Ten Commandments | 8.0 | | I Want to Live | 6.1 |
| Defiant Ones | 8.0 | | Sayonora | 6.1 |
| The Vikings | 7.2 | | The Robe | 6.1 |
| | | | The Blob | 5.3 |
| | | | In Love and War | 5.3 |

As suggested by the data in Table 17, the disliked movies differ from disliked TV programs in being more frequently horrifying or shocking in nature. Statements about these programs may reflect adult disapproval or questioning to an even greater degree than in the case of TV. Only 41 percent of the pupils answered this question. As shown in Table 17, The Blob was first in all three groups. Few votes were cast for most of the remaining movies which were mentioned.

Table 17
Movies Disliked by Boys and Girls in Grades 3 through 9 (41% return)

| Grades 3 - 6 | Percent | Grades 7 & 8 | Percent | Grade 9 | Percent |
|---|---|---|---|---|---|
| The Blob | 9.9 | The Blob | 9.3 | The Blob | 13.7 |
| Frankenstein | 5.9 | I Married a Monster from Outer Space | 7.2 | White Wilderness | 7.8 |
| The Spider | 4.9 | Man of the West | 4.2 | I Married a Monster from Outer Space | 4.9 |
| The Fly | 4.9 | | | | |

The pupils were asked to indicate their relative liking for TV, radio, and movies by using the numbers 1,2, or 3 to show their preference for each of the three media. Table 18 presents the data. It will be noted that TV exceeds the other two in the liking accorded the media by the pupils in grades 3 through 9. Radio gained favor in the older groups. Movies rated second in all three groups

Table 18
Preferences of Boys and Girls for TV, Radio, Movies (98% return)

| Grades | 3-6 Percent | 7 & 8 Percent | 9 Percent |
|---|---|---|---|
| TV First | 59.2 | 64.1 | 54.8 |
| TV Second | 39.1 | 31.3 | 31.8 |
| TV Third | 1.7 | 4.6 | 13.4 |
| Radio First | 3.0 | 8.3 | 16.3 |
| Radio Second | 11.5 | 23.8 | 30.7 |
| Radio Third | 85.5 | 67.9 | 53.0 |
| Movies First | 37.7 | 27.5 | 29.0 |
| Movies Second | 49.3 | 45.0 | 37.4 |
| Movies Third | 13.0 | 27.5 | 33.6 |

To the question, "Do you listen to the radio or view TV while studying?", some interesting data were obtained. A summary of these data appears in Table 19 In the youngest group, the pupils reported more frequent televiewing while studying at home than did the pupils in the older groups. On the other hand, pupils in the two older groups reported more frequent study with radio accompaniment than in the lower grades. Looking at TV while studying decreased with advancement in grade.

Table 19

Extent of Listening to Radio or Viewing TV by Boys and Girls While Studying (89% return)

| | Grades 3-6 | Grades 7 & 8 | Grade 9 |
|---|---|---|---|
| Radio | Percent | Percent | Percent |
| Frequently | 16.4 | 23.2 | 24.6 |
| Occasionally | 24.6 | 42.7 | 44.4 |
| Never | 59.0 | 34.1 | 31.0 |
| TV | | | |
| Frequently | 31.6 | 22.2 | 13.2 |
| Occasionally | 32.8 | 42.0 | 41.6 |
| Never | 35.6 | 35.8 | 45.2 |

Certain favorable outcomes were reported from viewing TV. But they were cited infrequently by the groups. Table 20 presents these data. In grades 3 through 6, TV programs were said to be frequently related in school to dramatization (plays), and to sports or physical activities. Only 46 percent of the pupils answered this question. In the seventh and eighth grades, genefal class discussion pertaining to TV was cited first; this was followed in second place by applications or associations with science activities. Dramatization associated with TV presentations had third rank in grades 7 and 8, but was given first place in grade 9.

Table 20

Classroom Activities of Boys and Girls Resulting from TV (46% return)

| Grades 3-6 | Percent | Grades 7 & 8 | Percent | Grade 9 | Percent |
|---|---|---|---|---|---|
| Plays | 14.5 | Class Discussions | 4.9 | Plays | 6.5 |
| Sports | 4.1 | Science | 4.2 | Science | 4.1 |
| Music | 3.9 | Plays | 3.9 | Class Discussions | 3.3 |

That many pupils are now receiving valuable information and help of other kinds from commercial TV programs cannot be doubted. Table 21 gives the percent of pupils who believed they were helped by TV. The percentages increased somewhat with advance in school grade. Table 22 lists the TV programs thought helpful by the students. Conspicuous is the fact that much less help is said to be received from radio or from the movies than from TV. Not only do teachers appear to relate TV more frequently to school endeavor, but the TV programs apparently contain information that pupils more often recognize as pertinent and relevant to their school work.

Table 21

Boys & Girls Deriving Help in School from TV, Radio, and Movies (96% return)

| Grades 3-6 | Percent | Grades 7 & 8 | Percent | Grade 9 | Percent |
|---|---|---|---|---|---|
| Receiving Help from TV | 31.9 | | 39.4 | | 39.5 |
| Receiving Help from Radio | 6.2 | | 5.2 | | 9.4 |
| Receiving Help from Movies | 12.6 | | 9.0 | | 7.5 |

Table 22

TV Programs Helpful to Schoolwork as Indicated by Boys and Girls (95% return)

| Grades 3 - 6 | Percent | Grades 7 & 8 | Percent | Grade 9 | Percen |
|---|---|---|---|---|---|
| Bold Journey | 17.8 | Bold Journey | 14.3 | News | 14.9 |
| Disneyland | 5.7 | Science Fiction Theatre | 11.4 | Bell Telephone Series | 12.4 |
| Bell Telephone Series | 4.9 | Channel 11 | 11.4 | Channel 11 | 9.1 |
| Storyteller | 4.2 | Bell Telephone Series | 10.7 | 20th Century | 7.4 |
| Channel 11 | 3.9 | News | 3.7 | Wide Wide World | 6.6 |
| | | Walt Disney | 3.7 | Science Fiction Theatre | 6.6 |

The TV programs mentioned as most helpful included Bold Journey, cited by pupils in grades 3 through 8, and Bell Telephone Series, mentioned by the pupils in all three groups. Science Fiction Theatre was frequently listed by pupils in grades 7 through 9. Channel 11 (educational) appeared fifth in grades 3 through 6, tied for second place in grades 7 and 8, and was third in grade 9. The helpful movies included White Wilderness, The Ten Commandments, Kon Tiki, and others. The main item in the list of helpful radio programs was News.

2

## PLAY & RECREATION

We have already pointed out that the mass media constitute the favored leisure pursuit of children today. Among the mass media, TV undeniably consumes the largest amount of children's time, and radio is next in this respect. High school pupils too enjoy TV, but devote less time to it than do younger pupils. There are, of course, other activities to which children turn for recreation. We asked them to state their preferences for various activities including TV, radio, the movies, and other leisure pursuits in and out of doors.

Table 23 contains the choices. According to the votes, TV was clearly the leader. But when the votes for playing in-and-out of doors are considered, it is apparent that playing occupied a high rank, as did reading too.

Table 23

Free-time Activity Preferences of Pupils in Grades 3 through 9 (96% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| **Grades 3-6** | | | |
| Watching TV | 29.4 | Watching TV | 24.8 |
| Playing Indoors | 21.7 | Reading | 24.8 |
| Reading | 20.8 | Playing Indoors | 15.9 |
| Playing Outside | 13.5 | Playing Outside | 7.0 |
| Playing Baseball | 4.0 | Ice Skating | 2.9 |
| Playing Football | 4.0 | | |
| **Grades 7 & 8** | | | |
| Watching TV | 31.0 | Reading | 31.2 |
| Reading | 24.7 | Watching TV | 23.6 |
| Playing Indoors | 9.6 | Listening to Records | 7.4 |
| Listening to Radio | 5.3 | Listening to Radio | 6.6 |
| Playing Football | 3.0 | Visiting with Friends | 3.8 |
| Playing Outside | 3.0 | Dancing | 3.8 |
| **Grade 9** | | | |
| Watching TV | 31.8 | Watching TV | 28.9 |
| Reading | 17.4 | Reading | 26.4 |
| Playing Basketball | 7.5 | Listening to Radio | 11.1 |
| Other Sports | 7.5 | Visiting with Friends | 8.1 |
| Visiting with Friends | 3.5 | Listening to Records | 5.1 |

In these grades, we may observe the development of the individual who watches TV and participates in many sedentary activities. This tendency is conspicuous in the older girls who gave high ranks in their leisure activities not only to reading but also to listening to the radio and recordings, and visiting with friends.

We asked the pupils to name their favorite play activities during the different seasons. In summer, swimming led the list for the boys and girls in grades 3 through 6. The boys reported swimming less frequently than the girls but mentioned baseball almost as often as swimming. Thus, while approximately one-third of the boys cited baseball, less than 5 percent of the girls did so. Ice skating was of course very popular in the winter while raking leaves was mentioned often as a fall activity which was liked. Table 24 presents the seasonal preferences.

Table 24

Seasonal Activities Preferred by Pupils in Grades 3 through 6

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| Summer | | | |
| Swimming | 34.3 | Swimming | 69.1 |
| Playing Baseball | 33.5 | Playing Indoor Games | 6.5 |
| Playing Indoor Games | 8.0 | Playing Baseball | 4.6 |
| Riding a Bicycle | 3.7 | Going to the Beach | 3.2 |
| Playing Football | 3.5 | Jumping Rope | 2.7 |
| Spring | | | |
| Playing Baseball | 37.1 | Playing Indoor Games | 20.9 |
| Playing Indoor Games | 12.3 | Roller Skating | 17.3 |
| Playing Football | 9.7 | Jumping Rope | 11.2 |
| Playing Basketball | 6.5 | Picking Flowers | 7.9 |
| Riding a Bicycle | 6.5 | Riding a Bicycle | 7.9 |
| Playing Ball | 4.4 | Playing Baseball | 6.1 |
| Winter | | | |
| Playing in Snow | 24.3 | Playing in Snow | 33.1 |
| Ice Skating | 21.6 | Ice Skating | 29.9 |
| Sledding | 18.3 | Building Snowmen | 13.0 |
| Playing Football | 6.2 | Sledding | 8.2 |
| Building Snowmen | 4.5 | Making Snowballs | 2.2 |
| | | Playing Basketball | 2.2 |
| Fall | | | |
| Playing Football | 42.8 | Raking Leaves | 58.3 |
| Raking Leaves | 25.8 | Roller Skating | 5.9 |
| Playing Indoor Games | 9.2 | Playing Indoor Games | 5.6 |
| Playing Basketball | 4.9 | Riding a Bicycle | 3.5 |
| Playing Baseball | 3.2 | Hiking | 1.9 |

Table 25
Seasonal Activities Preferred by Pupils in Grades 7 & 8

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | | **Summer** | |
| Playing Baseball | 43.9 | Swimming | 82.0 |
| Swimming | 42.4 | Playing Baseball | 4.2 |
| Playing Tennis | 2.8 | Playing Tennis | 4.2 |
| Boating | 2.2 | Horseback Riding | 4.1 |
| Bowling | 1.9 | Bowling | 1.6 |
| Fishing | 1.9 | Water Skiing | 1.3 |
| | | **Spring** | |
| Playing Baseball | 64.8 | Playing Baseball | 22.1 |
| Playing Basketball | 10.3 | Roller Skating | 16.9 |
| Playing Football | 4.3 | Riding a Bicycle | 13.3 |
| Swimming | 4.3 | Horseback Riding | 11.[illegible] |
| Bowling | 3.5 | Bowling | 6.2 |
| Fishing | 2.8 | | |
| | | **Winter** | |
| Ice Skating | 22.0 | Ice Skating | 72.7 |
| Playing Basketball | 19.8 | Sledding | 5.8 |
| Playing Football | 15.7 | Playing in Snow | 5.8 |
| Throwing Snowballs | 10.4 | Bowling | 5.1 |
| Playing Ice Hockey | 9.1 | Playing Basketball | 5.1 |
| | | Throwing Snowballs | 1.8 |
| | | Roller Skating | 1.4 |
| | | **Fall** | |
| Playing Football | 73.0 | Roller Skating | 19.0 |
| Playing Basketball | 7.3 | Bowling | 15.5 |
| Playing Soccer | 5.8 | Horseback Riding | 13.7 |
| Bowling | 4.4 | Playing Basketball | 8.9 |
| Hunting | 2.2 | Riding a Bicycle | 8.9 |
| Playing Baseball | 2.2 | Playing Hockey | 8.9 |
| | | Going on Hikes | 4.2 |

Table 26
Seasonal Activities Preferred by Pupils in Grade 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | | **Summer** | |
| Swimming | 43.0 | Swimming | 65.5 |
| Playing Baseball | 28.0 | Playing Tennis | 8.3 |
| Playing Basketball | 8.1 | Horseback Riding | 6.5 |
| Fishing | 4.3 | Playing Baseball | 5.4 |
| Riding a Bicycle | 2.7 | Riding a Bicycle | 2.4 |
| | | Water Skiing | 2.4 |
| | | Dancing | 2.4 |
| | | Going Places | 2.4 |
| | | **Spring** | |
| Playing Baseball | 45.4 | Playing Baseball | 23.2 |
| Playing Basketball | 15.5 | Playing Tennis | 21.1 |
| Playing Football | 7.6 | Roller Skating | 15.8 |
| Track | 6.7 | Horseback Riding | 8.4 |
| Fishing | 5.0 | Riding a Bicycle | 7.4 |
| Playing Tennis | 5.0 | Going Places | 7.4 |

Table 26 (cont)

Seasonal Activities Preferred by Pupils in Grade 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Winter | | |
| Playing Basketball | 43.6 | Ice Skating | 57.0 |
| Ice Skating | 30.0 | Playing Basketball | 8.0 |
| Sledding | 6.4 | Skiing | 4.7 |
| Playing Ice Hockey | 6.4 | Roller Skating | 4.7 |
| Wrestling | 5.5 | Playing in Snow | 4.7 |
| Swimming | 5.5 | Dancing | 2.3 |
| Track | 1.6 | Tobogganing | 2.3 |
| | | Riding | 1.9 |
| | Fall | | |
| Playing Football | 56.3 | Roller Skating | 19.8 |
| Playing Basketball | 11.8 | Horseback Riding | 15.4 |
| Bowling | 5.0 | Riding a Bicycle | 5.5 |
| Hunting | 4.2 | Playing Basketball | 4.4 |
| Playing Baseball | 3.4 | Swimming | 4.4 |
| Track | 3.4 | Going on a Hayride | 4.4 |
| | | Playing Ping Pong | 4.4 |
| | | Playing Volleyball | 3.3 |
| | | Playing Tennis | 3.3 |

One question sought to ascertain the pupils' favorite outdoor activities. The number of pupils who stated that they took part in outdoor sports was large. Clearly baseball and football are hardy perennials in the favored activities of boys, as is shown by Table 27. It may be seen too, that the girls mentioned swimming more frequently and that they cited fewer team sports than did the boys.

Table 27

Outdoor Sports and Activities Engaged in byPupils in Grades 3 through 9 (90% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3 - 6 | | |
| Playing Baseball | 59.0 | Playing Baseball | 17.0 |
| Playing Football | 57.1 | Swimming | 16.0 |
| Playing Basketball | 16.8 | Ice Skating | 11.1 |
| Swimming | 7.5 | Riding a Bicycle | 8.6 |
| Playing Soccer | 6.0 | Playing Hide and Go Seek | 7.2 |
| | Grades 7 & 8 | | |
| Playing Baseball | 52.8 | Swimming | 41.3 |
| Playing Football | 48.4 | Ice Skating | 24.1 |
| Swimming | 18.9 | Playing Baseball | 22.9 |
| Playing Basketball | 11.8 | Playing Tennis | 12.8 |
| Playing Hockey | 7.8 | Roller Skating | 6.4 |
| | Grade 9 | | |
| Playing Football | 60.7 | Swimming | 46.3 |
| Playing Baseball | 55.7 | Playing Baseball | 36.6 |
| Swimming | 22.1 | Playing Tennis | 29.8 |
| Playing Basketball | 11.4 | Ice Skating | 14.9 |
| Playing Tennis | 10.1 | Riding a Bicycle | 12.7 |

We asked the pupils to name their favorite indoor games and activities. Table 28 presents their responses in the three groups. Games such as checkers or monopoly, were most popular with the youngest group. The more active nature of the boys was reflected in the high frequencies of basketball, track, bowling, and other activities in which physical skill or prowess are involved. Ping Pong is conspicuous by its high favor in all groups.

Table 28
Indoor Sports and Activities Engaged in by Pupils in Grades 3 through 9
(89% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | | Grades 3 - 6 | |
| Playing Basketball | 12.2 | Playing Checkers | 12.4 |
| Playing Ping Pong | 11.8 | Playing Ping Pong | 9.4 |
| Playing Checkers | 8.7 | Bowling | 7.0 |
| Bowling | 7.5 | Playing with Dolls | 6.3 |
| Playing Monopoly | 6.0 | Playing Bingo | 6.1 |
| | | Grades 7 & 8 | |
| Playing Basketball | 36.4 | Playing Ping Pong | 24.2 |
| Playing Ping Pong | 24.9 | Playing Basketball | 21.0 |
| Bowling | 17.2 | Bowling | 17.0 |
| Swimming | 8.1 | Roller Skating | 11.9 |
| Playing Cards | 7.4 | Swimming | 9.5 |
| | | Grade 9 | |
| Playing Basketball | 52.3 | Playing Basketball | 41.9 |
| Swimming | 28.2 | Playing Ping Pong | 30.9 |
| Playing Ping Pong | 15.5 | Roller Skating | 29.4 |
| Track | 10.0 | Swimming | 24.3 |
| Bowling | 8.7 | Bowling | 8.8 |

One question in the investigation related to building or making things. Table 29 gives the percent of pupils who stated that they constructed things. A higher percent of boys than girls reported making things at all three levels. In the ninth grade, the difference between boys and girls was great.

Table 29
Extent of Building or Making Things by Pupils in Grades 3 through 9
(99% return)

| | Grades 3 - 6 | | Grades 7 & 8 | |
|---|---|---|---|---|
| | Boys - Percent | Girls - Percent | Boys - Percent | Girls - Percent |
| Yes | 65.6 | 58.7 | 64.9 | 50.0 |
| No | 34.4 | 41.3 | 35.1 | 50.0 |
| | Grade 9 | | | |
| | Boys - Percent | Girls - Percent | | |
| Yes | 60.6 | 34.3 | | |
| No | 39.4 | 65.7 | | |

Table 30 shows the five items constructed most frequently by boys and by girls. Again the more active nature of the boys is suggested by the items mentioned.

Table 30
Objects Made or Constructed by Pupils in Grades 3 through 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | | **Grades 3 - 6** | |
| Boats | 20.2 | Doll Clothes | 17.3 |
| Airplanes | 16.5 | Houses | 13.7 |
| Houses | 11.8 | Bakery Goods | 6.8 |
| Models | 9.6 | Dolls | 3.3 |
| Forts | 8.4 | Potholders | 3.3 |
| | | Birdhouses | 2.3 |
| | | **Grades 7 & 8** | |
| Models | 36.9 | Clothes | 22.1 |
| Airplanes | 20.7 | Aprons | 6.2 |
| Boats | 12.6 | Pot Holders | 5.8 |
| Cars | 9.4 | Dolls | 5.0 |
| Napkin Holders | 7.2 | Fancy Skirts | 4.2 |
| | | **Grade 9** | |
| Models | 14.8 | Clothes | 27.1 |
| Bookcases | 7.9 | Earrings | 8.3 |
| Boats | 7.9 | Christmas Decorations | 8.3 |
| Tables | 5.9 | Bowls | 6.2 |
| Airplanes | 5.9 | Gifts | 4.2 |
| Birdhouses | 3.8 | Pottery | 4.2 |
| Short Wave Radio | 1.9 | Fancy Skirts | 4.2 |
| | | Statues | 4.2 |

Table 31 presents the results of an inquiry concerning pets. And Table 32 cites the kind of pets reported at each level. Both boys and girls favor dogs. Girls listed birds more frequently than did the boys. Otherwise, the lists were similar.

Table 31
Extent of Pet Ownership of Pupils in Grades 3 through 9 (97% return)

| | Grades 3 - 6 | | Grades 7 & 8 | |
|---|---|---|---|---|
| | Boys - Percent | Girls - Percent | Boys - Percent | Girls - Percent |
| Yes | 60.4 | 62.1 | 63.7 | 66.1 |
| No | 39.6 | 37.9 | 36.3 | 33.9 |
| | Grade 9 | | | |
| | Boys - Percent | Girls - Percent | | |
| Yes | 55.2 | 68.2 | | |
| No | 44.8 | 31.8 | | |

Table 32
Pets Owned by Pupils in Grades 3 through 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | **Grades 3 - 6** | | |
| Dog | 56.6 | Dog | 53.4 |
| Bird | 25.7 | Bird | 32.9 |
| Fish | 21.4 | Fish | 21.2 |
| Cat | 17.2 | Cat | 19.4 |
| Turtle | 6.7 | Turtle | 6.2 |
| | **Grades 7 & 8** | | |
| Dog | 51.4 | Dog | 52.6 |
| Bird | 37.6 | Bird | 46.4 |
| Fish | 24.8 | Fish | 22.4 |
| Cat | 8.3 | Cat | 8.9 |
| Turtle | 3.2 | Turtle | 8.3 |
| | **Grade 9** | | |
| Dog | 72.8 | Dog | 67.4 |
| Cat | 17.4 | Bird | 32.6 |
| Bird | 15.2 | Cat | 23.2 |
| Fish | 10.8 | Fish | 11.6 |
| Turtle | 4.3 | Turtle | 3.2 |

Three questions pertained to music. Table 33 presents the answers of the three groups. And Table 34 gives the musical instruments played most frequently at the three levels. The girls had taken music lessons more frequently than the boys. And a somewhat larger parcent of girls than boys were taking music at the time this study was made.

Table 33
Extent of Musical Instruments Played and Lessons Taken by Pupils in Grades 3 through 9

| | Grades 3 - 6 | | Grades 7 & 8 | | Grade 9 | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls |
| | Percent of Pupils Playing Musical Instruments (98% return) | | | | | |
| Yes | 31.1 | 37.7 | 42.1 | 54.8 | 26.5 | 47.7 |
| No | 66.9 | 62.3 | 57.9 | 45.2 | 73.5 | 52.3 |
| | Percent of Pupils Who Have Taken Music Lessons (96% return) | | | | | |
| Yes | 36.8 | 40.5 | 54.1 | 65.7 | 59.7 | 70.5 |
| No | 63.2 | 59.5 | 45.9 | 34.3 | 40.3 | 29.5 |
| | Percent of Pupils Who Are Taking Music Lessons Now (95% return) | | | | | |
| Yes | 26.2 | 38.0 | 31.2 | 37.7 | 12.1 | 17.3 |
| No | 73.8 | 62.0 | 68.8 | 62.3 | 87.9 | 82.7 |

Table 34

Musical Instruments Played by Pupils in Grades 3 through 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Piano | 20.3 | Piano | 59.8 |
| Flute | 14.1 | Flute | 5.5 |
| Drum | 9.9 | Accordion | 2.8 |
| Accordion | 9.4 | Clarinet | 2.6 |
| Clarinet | 7.8 | Drums | 2.6 |
| | | Cornet | 2.4 |
| | Grades 7 & 8 | | |
| Piano | 30.5 | Piano | 75.5 |
| Clarinet | 14.6 | Accordion | 8.8 |
| Accordion | 9.7 | Violin | 6.3 |
| Drum | 8.3 | Clarinet | 5.7 |
| Violin | 5.5 | Flute | 4.4 |
| Guitar | 5.5 | | |
| Saxophone | 4.9 | | |
| | Grade 9 | | |
| Piano | 22.7 | Piano | 74.6 |
| Trumpet | 22.7 | Flute | 11.9 |
| Clarinet | 20.4 | Cello | 3.1 |
| Drum | 13.6 | Ukulele | 3.1 |
| Saxophone | 6.8 | Guitar | 3.1 |
| | | Accordion | 2.0 |
| | | Organ | 2.0 |
| | | Clarinet | 2.0 |

Another item of inquiry involved home chores and duties. Table 35 presents the data on home responsibilities. And Table 36 shows the particular duties and chores engaged in by the pupils in the three groups. It may be seen that the chores and responsibilities of the girls involved more frequently than the boys certain activities such as washing dishes. Moreover, at all levels, a higher percentage of girls than of boys, as shown in Table 35 reported home chores and duties.

Table 35

Percent of Pupils in Grades 3 through 9 Who Have Home Chores or Duties

| | Boys | Girls | Boys | Girls | Boys | Girls |
|---|---|---|---|---|---|---|
| | Grades 3-6 | | Grades 7 & 8 | | Grade 9 | |
| Yes | 66.4 | 84.0 | 87.1 | 96.1 | 82.3 | 99.2 |
| No | 33.6 | 16.0 | 12.9 | 3.9 | 17.7 | .8 |

Table 36

Home Chores or Duties of Pupils in Grades 3 through 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| Grades 3-6 | | | |
| Dispose of Garbage | 38.9 | Wash Dishes | 65.0 |
| Wash Dishes | 34.0 | Make Bed | 31.4 |
| Make Bed | 16.6 | Clean Room | 27.6 |
| Clean Room | 11.7 | Clean House | 9.8 |
| Shovel Snow | 6.8 | Dust House | 9.2 |
| Grades 7 & 8 | | | |
| Dispose of Garbage | 42.9 | Wash Dishes | 65.0 |
| Wash Dishes | 30.2 | Make Bed | 35.6 |
| Clean Room | 25.5 | Clean Room | 32.9 |
| Make Bed | 19.1 | Dust House | 20.0 |
| Cut Grass | 17.8 | Clean House | 20.0 |
| Grade 9 | | | |
| Dispose of Garbage | 41.6 | Wash Dishes | 61.1 |
| Wash Dishes | 33.6 | Clean Room | 43.9 |
| Clean Room | 27.0 | Clean House | 39.6 |
| Cut Grass | 20.4 | Iron Clothes | 15.8 |
| Shovel Walks | 19.7 | Make Bed | 13.7 |

Very interesting responses were obtained to the question concerning the three wishes of the pupils. The first wish for the boys in grades 3 through 9 was for wealth as it was for the girls in grades 3 through 6. In grades 7 and 8, the girls first wish was for health, and in grade 9, the desire for attractive clothes was first. The second wish expressed by the boys in grades 3 through 6 was for a bicycle, while the girls' second wish at this level was for a horse, as it was also for girls at the seventh and eighth grade level. The second wish of the boys in grades 7 and 8 was to be a major league baseball star; at grade 9 the boys' second wish was for a car. The third wish of the boys in grades 3 through 6 was for a horse, while health was third for the boys in grades 7 and 8, and a new home was wished for by the boys in grade 9. The girls' third wish in grades 3 through 6 was for a dog, and in grades 7 and 8 for attractive clothes. In grade 9, the items health and a college education tied for third place among the girls.

## Reading

The pupils were asked to indicate how much time they spent in reading "outside school." Table 37 presents the averages for pupils in grades 3 through 6, 7&8, and 9. It may be seen that the elementary school pupils spent on the average one hour per day while the older pupils averaged slightly more time; 1.1 hours is the average for grades 7 and 8; and 1.2 hours for grade 9. In all three groups, the girls reported that they devoted somewhat more time to reading than did the boys.

Table 37
Time Spent Daily in Reading Outside School by Pupils in Grades 3 through 9
(95% return)

| Grades | Boys - Hours | Girls - Hours | Average Hours |
|---|---|---|---|
| 3-6 | .9 | 1.1 | 1.0 |
| 7 & 8 | 1.0 | 1.2 | 1.1 |
| 9 | 1.1 | 1.3 | 1.2 |

Table 38 gives the percentages of pupils who said they had library cards; the highest percentage (about 90 percent) was found for pupils in grades 7 and 8. Almost 80 percent of the entire group, including all grades, had cards. At all levels, more girls than boys said that they had cards.

The frequencies with which the pupils said they took books from the library were ascertained. The most frequent withdrawal was twice per month, while once per week was next in frequency.

Table 38
Percent of Pupils in Grades 3 through 9 Who Have Public Library Cards
(99% return)

| Grades | Boys | Girls |
|---|---|---|
| 3-6 | | |
| Yes | 70.6 | 76.7 |
| No | 29.4 | 23.3 |
| 7 & 8 | | |
| Yes | 87.7 | 94.2 |
| No | 12.3 | 5.8 |
| 9 | | |
| Yes | 68.6 | 80.4 |
| No | 31.4 | 19.6 |

Table 39 shows the percentages of pupils who said that TV, radio, and movies had influenced their reading. The pupils in grades 3 to 6 reported that television programs had influenced their reading of books to a greater extent than did either of the other media. Movies ranked second and radio third in influence among these pupils. The pupils in grades 7 through 9 ranked movies first and television second. Radio, third at all levels, was cited by 10.5 percent of the elementary pupils, 3.75 percent of the seventh and eighth graders, and 2.2 percent of the ninth grade students. At all levels, the boys mentioned the influence of TV more frequently than the girls.

Table 39
Influence of TV, Radio, and Movies on Reading (98% return)

| | Grades 3-6 | | Grades 7 & 8 | | Grade 9 | |
|---|---|---|---|---|---|---|
| | Boys-Percent | Girls-Percent | Boys-Percent | Girls-Percent | Boys-Percent | Girls-Percent |
| TV | | | | | | |
| Yes | 29.6 | 28.2 | 20.2 | 16.8 | 18.3 | 15.4 |
| No | 70.4 | 71.8 | 79.8 | 83.2 | 81.7 | 84.6 |
| Radio | | | | | | |
| Yes | 18.0 | 3.0 | 4.2 | 3.3 | 1.6 | 2.8 |
| No | 82.0 | 97.0 | 95.8 | 96.7 | 98.4 | 97.2 |
| Movies | | | | | | |
| Yes | 21.7 | 19.0 | 26.0 | 38.3 | 34.7 | 36.7 |
| No | 78.3 | 81.0 | 74.0 | 61.7 | 65.3 | 63.3 |

Television programs such as the Storyteller, Shirley Temple, Walt Disney, Bold Journey, and Lassie were indicated as stimulators of reading among elementary pupils, while the Bell Science Series, Playhouse 90, and Disney programs were said to stimulate reading among older students. Books cited by the participants as read because of TV included Heidi, Lassie, Little Women, The Yearling, Old Yeller, and Kon Tiki.

The elementary pupils listed Disney movies, such as Snow White, Bambi, Old Yeller, and Peter Pan, as well as The Ten Commandments among the movies that caused them to read. The students in grades 7, 8, and 9 stated that the movies which influenced their reading included Around the World in Eighty Days, Moby Dick, Little Women, Old Yeller, Marjorie Morningstar, Bridge on the River Kwai, 20,000 Leagues Under the Sea, and 30 Seconds Over Tokyo. The ninth grade pupils cited Peyton Place, Anna Lucasta, and A Tale of Two Cities as influential.

The radio programs frequently mentioned as stimulants to reading were: news, baseball and other sports, westerns, and Disney programs. The books read because of the influence of radio consisted primarily of baseball stories, westerns, and fairy tales.

Table 40 contains a list of the pupils' preferred types of reading. The pupils at all levels chose fiction as the kind of reading they liked best, except in the ninth grade where the boys' first choice was newspaper and magazine articles. Second choice for the girls at all levels was the reading of articles in newspapers and magazines, except in grades 3 through 6 in which poetry was the second choice. The students in grades 7 through 9, ranked biography third and followed with the reading of essays, poetry, and plays. Relatively small percentages of the pupils reported a liking for poetry, plays, and essays.

A noticeable difference was evident in Table 40 between the reading choices of elementary pupils and those of pupils in the upper two levels. Pupils in grades 3 through 6 showed a greater range in their choices. Pupils in grades 7 to 9 expressed a strong interest in only three of the categories and showed less interest in the others.

Sex differences in reading preferences were evident. Boys at all levels selected fiction, articles in newspapers and magazines, and biography as their first three choices. These were followed by poetry, plays, and essays. Interest in magazine reading and newspaper articles increased for boys at each of the three levels. In the ninth grade, this category was accorded first position by a small margin. At each of the three levels the girls expressed a greater liking for poetry, and plays, than did the boys.

Table 40
Kinds of Reading Liked by Pupils in Grades 3 through 9 (97% return)

| | Boys - Percent | Girls - Percent |
|---|---|---|
| Grades 3-6 | | |
| Fiction | 29.5 | 28.7 |
| Articles in Newspapers & Magazines | 20.9 | 16.8 |
| Biography | 16.4 | 11.8 |
| Poetry | 13.5 | 20.8 |
| Plays | 13.4 | 19.5 |
| Essays | 6.3 | 2.4 |
| Grades 7 & 8 | | |
| Fiction | 33.0 | 33.7 |
| Articles in Newspapers & Magazines | 30.6 | 27.0 |
| Biography | 27.5 | 22.3 |
| Essays | 3.9 | 4.2 |
| Plays | 2.8 | 6.9 |
| Poetry | 2.1 | 5.9 |
| Grade 9 | | |
| Articles in Newspapers & Magazines | 32.2 | 26.0 |
| Fiction | 31.8 | 30.6 |
| Biography | 20.9 | 18.1 |
| Plays | 5.5 | 13.2 |
| Essays | 5.3 | 6.7 |
| Poetry | 4.3 | 5.4 |

Table 41 shows the kinds of stories liked by these pupils. Stories containing the elements of adventure, mystery, and humor were preferred by all three groups.

Table 41
Kinds of Stories Liked by Pupils in Grades 3 through 9 (94% return)

| | Boys - Percent | Girls - Percent |
|---|---|---|
| Grades 3-6 | | |
| Adventure | 20.3 | 16.1 |
| Westerns | 17.1 | 10.3 |
| Mystery | 17.0 | 18.3 |
| Science Fiction | 12.9 | —— |
| Humor | 9.3 | 10.8 |
| Animal | —— | 14.3 |
| Grades 7 & 8 | | |
| Adventure | 19.8 | 7.4 |
| Science Fiction | 17.2 | —— |
| Mystery | 16.4 | 25.4 |
| Humor | 15.1 | 16.6 |
| Animal | 6.0 | 7.6 |
| Romance | | 25.4 |
| Grade 9 | | |
| Adventure | 22.5 | 10.3 |
| Mystery | 19.6 | 19.8 |
| Science Fiction | 15.3 | —— |
| Humor | 13.3 | 16.0 |
| Westerns | 7.9 | —— |
| Romance | | 27.0 |
| Career | | 8.2 |

Sex differences were pronounced as shown in Table 41. Science fiction was among the preferences of the boys, but it did not appear among the girls' choices. Similarly, romance and career stories were chosen by the girls in grades 7 through 9 but not by the boys at these levels. The boys indicated a stronger preference for adventure stories; and girls ranked mystery stories higher than did the boys. Girls, too, appeared somewhat more interested in humorous stories. In general, boys at all levels expressed a preference for stories involving action, adventure, and science fiction, while girls generally preferred stories of mystery, romance, and humor.

Table 42 gives the preferred book titles of the boys and girls. Girls in grades 3 through 6 turned to old favorites such as Little Women, Cinderella, and Snow White. And, Black Beauty, Davy Crockett, and Daniel Boone were popular with the boys. In the seventh and eighth grades, the girls cited books such as Little Women, Senior Prom, and Double Date as favorites while the boys chose Tom Sawyer, Babe Ruth, and Robin Hood. In the ninth grade, Kon Tiki, Robinson Crusoe, and The Yearling were favorites of the boys. Among preferred titles, the ninth grade girls cited Little Women, Gone With the Wind, Kon Tiki, and Sue Barton.

Table 42

Preferred Story Books of Pupils in Grades 3 through 9 (96% return)

| (Rank Order) Boys | Girls |
|---|---|
| **Grades 3-6** | |
| Black Beauty | Little Women |
| Davy Crockett | Cinderella |
| Daniel Boone | Snow White |
| Robin Hood and 30 Seconds Over Tokyo and Custer's Last Stand | Heidi |
| | Black Beauty |
| **Grades 7 & 8** | |
| Tom Sawyer and Babe Ruth | Little Women |
| Robin Hood | Senior Prom |
| Treasure Island | Double Date |
| Danger: Dinosaurs! | Fifteen |
| Black Beauty and Abe Lincoln | Black Stallion |

Table 42 (cont)

Preferred Story Books of Pupils in Grades 3 through 9

| (Rank Order) Boys | Girls |
|---|---|
| | Grade 9 |
| Kon Tiki | Little Women |
| Robinson Crusoe | Gone With the Wind |
| The Yearling | Kon Tiki and |
| 20,000 Leagues Under the Sea | Sue Barton |
| Tom Sawyer | Diary of Anne Frank |
| | Around The World in 80 Days |

The boys and girls tended to select non-fiction books in similar categories although the rank order changed. Thus, the boys in grades 3 through 6 preferred in order books about space travel, famous people, and handicraft, while the girls favored famous people, people from other lands, and handicraft. Table 43 shows the favored non-fiction reading.

Table 43

Kinds of Books other than Storybooks Liked by Pupils in Grades 3 through 9

(86% return)

| | Boys - Percent | Girls - Percent |
|---|---|---|
| Grades 3-6 | | |
| Space Travel | 28.7 | 11.5 |
| Famous People | 18.5 | 25.0 |
| Handicraft | 12.8 | 16.1 |
| Travel | 12.7 | 12.7 |
| Careers | 10.3 | —— |
| People from other Lands | —— | 17.7 |
| Grades 7 & 8 | | |
| Space Travel | 26.6 | 7.0 |
| Famous People | 25.4 | 27.8 |
| Travel | 11.7 | 12.0 |
| Handicraft | 8.8 | —— |
| Careers | 6.2 | 21.0 |
| People from other Lands | —— | 13.9 |
| Grade 9 | | |
| Famous People | 27.7 | 31.6 |
| Space Travel | 20.3 | —— |
| People from other Lands | 13.8 | 16.7 |
| Travel | 10.2 | 16.0 |
| Careers | 8.1 | 20.7 |
| Handicraft | . | 4.3 |

Books about famous people were the best-liked non-fictional reading for the pupils as a whole. Space travel, first among boys in grades 3 through 8, held second place for ninth grade boys. Interest in books about careers was higher among the girls in both the upper levels than in grades 3 through 6.

Books involving handicraft were ranked third by both boys and girls in grades 3 through 6. The principal differences between boys and girls appeared in the continued interest of boys in space travel and the greater popularity among the girls of books about people from other lands.

One of the major trends in the publishing of books has been the development of paperback editions. The participants in this study were asked whether they read these editions. As shown in Table 44, students in grades 7 and 8 reported reading paperbacks more frequently than did pupils at either of the other levels.

Table 44
Extent of Reading of Paperback Books by Pupils in Grades 3 through 9
(92% return)

| | Grades 3-6 | | Grades 7 & 8 | | Grade 9 | |
|---|---|---|---|---|---|---|
| | Boys Percent | Girls Percent | Boys Percent | Girls Percent | Boys Percent | Girls Percent |
| Yes | 20.1 | 20.4 | 37.9 | 46.1 | 25.9 | 34.3 |
| No | 79.9 | 79.6 | 62.1 | 53.9 | 74.1 | 65.7 |

More girls than boys at each level stated that they read paperback editions. The difference between the sexes was small in the elementary group, but was higher in the upper grades.

Table 45 gives the percentages of pupils who read series books. The largest amount of reading of series books was in grades 7, 8, and 9. Table 46 gives the five best-liked series in the various grades. The Landmark series was the most widely read.

Table 45
Percent of Pupils in Grades 3 through 9 Who Read Series Books (96% return)

| | Grades 3-6 | | Grades 7 & 8 | | Grade 9 | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls |
| Yes | 31.1 | 21.5 | 55.2 | 53.5 | 55.7 | 52.4 |
| No | 68.9 | 78.5 | 44.8 | 46.5 | 44.3 | 47.6 |

Table 46

Series Books Read by Pupils in Grades 3 through 9 (98% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Landmark | 28.0 | First Books | 12.8 |
| First Books | 16.3 | Landmark | 7.8 |
| Teen-Age Tales | 10.2 | Bobbsey Twins | 7.8 |
| | Grades 7 & 8 | | |
| Landmark | 63.0 | Nancy Drew | 35.7 |
| Hardy Boys | 12.2 | Landmark | 27.5 |
| First Books | 5.4 | Cherry Ames | 8.2 |
| | Grade 9 | | |
| Landmark | 48.5 | Teen-Age Tales | 48.5 |
| Teen-Age Tales | 23.8 | Landmark | 42.4 |
| First Books | 4.0 | Cherry Ames | 22.7 |
| Hardy Boys | 4.0 | | |

At all levels, the pupils consistently ranked the picture magazines - Life and Look - as their top choices among periodicals read regularly. The Saturday Evening Post, news periodicals such as Time and Newsweek, and magazines especially designed for boys or girls completed the first five choices as shown in Table 47. The picture magazine, Ebony, also was mentioned.

Table 47

Magazines Read Regularly by Pupils in Grades 3 through 9 (82% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Life | 28.8 | Life | 26.3 |
| Boys' Life | 22.5 | Look | 14.1 |
| Look | 12.0 | Saturday Evening Post | 6.9 |
| Saturday Evening Post | 6.5 | Jack & Jill | 6.7 |
| Sports Illustrated | 3.0 | American Girl | 4.6 |
| Ebony | 3.0 | Better Homes and Gardens | 4.6 |
| | Grades 7 & 8 | | |
| Life | 30.5 | Life | 38.4 |
| Look | 16.2 | Look | 24.4 |
| Boys' Life | 13.2 | American Girl | 22.5 |
| Saturday Evening Post | 12.9 | Saturday Evening Post | 18.2 |
| Mad | 9.5 | Seventeen | 16.9 |
| | Grade 9 | | |
| Life | 48.4 | Life | 50.0 |
| Saturday Evening Post | 24.5 | Look | 16.4 |
| Look | 21.3 | Newsweek | 11.5 |
| Boys' Life | 10.3 | Time | 8.2 |
| Time | 9.7 | Ebony | 7.4 |
| Ebony | 9.7 | | |

Few sex differences appeared in magazine reading. However, the boys ranked Boys' Life and Sports Illustrated among their preferred magazines, while the girls designated American Girl and Seventeen as preferences. Boys occasionally mentioned handicraft or hobby publications, but not in the top five preferences. In grades 7, 8, and 9, they cited also the reading of magazines about automobiles such as Hot Rod, Sports Car, and Rod and Custom, but these magazines were not in the top five choices.

The newspapers read regularly by pupils in grades 7 through 9 consisted of the local morning or evening publications. The four parts of the newspaper generally preferred by boys and girls were comics, sports, front page, and news.

As favorite parts of the paper, boys placed sports second to the comic section at all levels except the ninth grade where sports ranked first. Girls ranked news second to the comics and included sections such as the women's pages and "advice" columns, among other well-liked parts of the newspaper.

Table 48 gives the favorite comic books of boys and girls in the three levels. Superman was clearly the favorite of the boys at all levels and the Disney type comic also ranked high in all three groups. There were conspicuous differences between the choices of the boys and girls. Boys tended at the upper levels to give higher ranks to thrillers such as Superman and Batman while the girls' preferences included more frequently magazines such as Archie and Little Lulu.

Table 48

Favorite Comic Books of Pupils in Grades 3 through 9 (90% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Superman | 23.8 | Little Lulu | 36.5 |
| Bugs Bunny | 19.3 | Nancy | 17.3 |
| Donald Duck | 14.7 | Archie | 12.9 |
| Little Lulu | 11.4 | Bugs Bunny | 12.7 |
| Dennis the Menace | 8.9 | Dennis the Menace | 12.6 |

Table 48 (cont)
Favorite Comic Books of Pupils in Grades 3 through 9

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 7 & 8 | | |
| Superman | 29.7 | Archie | 40.4 |
| Donald Duck | 18.7 | Little Lulu | 37.4 |
| Mad | 16.0 | Dennis the Menace | 18.5 |
| Batman | 15.1 | Nancy | 15.9 |
| Dennis the Menace | 13.2 | Donald Duck | 15.5 |
| Bugs Buuny | 13.2 | | |
| | Grade 9 | | |
| Superman | 33.1 | Archie | 32.2 |
| Donald Duck | 22.8 | Little Lulu | 26.3 |
| Batman | 16.9 | Donald Duck | 12.7 |
| Mad | 16.9 | Katy Keene | 12.7 |
| Bugs Bunny | 11.0 | Love Comics | 10.2 |

Table 49 shows the favorite comic strips at the three levels. It may readily be observed that Dick Tracy, Nancy, and Dennis the Menace were popular in all grades and that there was considerable similarity in the choices of the boys and the girls.

Table 49
Favorite Comic Strips of Pupils in Grades 3 through 9 (79% return)

| Boys | Percent | Girls | Percent |
|---|---|---|---|
| | Grades 3-6 | | |
| Dick Tracy | 16.5 | Nancy | 27.5 |
| Nancy | 13.4 | Dotty | 15.2 |
| Dennis the Menace | 11.5 | Little Lulu | 14.2 |
| Bugs Bunny | 8.5 | Dennis the Menace | 9.6 |
| Dotty | 7.0 | Long Sam | 7.9 |
| | Grades 7 & 8 | | |
| Dick Tracy | 29.9 | Dick Tracy | 31.1 |
| Dennis the Menace | 20.5 | Dennis the Menace | 20.9 |
| Dondi | 12.9 | Nancy | 17.2 |
| Little Abner | 10.5 | It's Me Dilly | 16.2 |
| Nancy | 10.5 | Dondi | 15.5 |
| | Grade 9 | | |
| Dick Tracy | 24.1 | Dick Tracy | 30.9 |
| Nancy | 16.3 | Dondi | 23.8 |
| Steve Roper | 12.0 | Dennis the Menace | 23.0 |
| Dondi | 11.3 | Brenda Starr | 20.6 |
| Peanuts | 10.0 | Nancy | 20.6 |
| Grandma | 10.0 | | |
| Dennis the Menace | 10.0 | | |

The participants were asked to rank seven activities in order of preference. Opportunity was given each subject to suggest additional activities. Table 50 reveals the results by rank order. Boys and girls at each of the 3 levels ranked watching TV first and going to the movies second among the seven activities. The remaining activities attained a different rank order from level to level. Few sex differences appeared. Boys in grades 3 to 6 ranked reading comics third and reading stories in books fourth; the girls reversed these choices. Other activities were ranked similarly by both boys and girls. The seventh and eighth grade pupils, except for a tie for sixth place in the girls' choices, ranked their preferences alike. Although the ninth grade girls recorded a tie for second position between going to the movies and listening to the radio, considerable conformity in ranking occurred between the girls and boys at this level. Relatively few students volunteered other activities; elementary pupils offered none. Among the activities suggested were sports and games, dancing, and listening to records.

Table 50
Activity Preferences of Pupils in Grades 3 through 9 (95% return)

| Boys | (Rank Order) | Girls |
|---|---|---|
| | Grades 3-6 | |
| Watching TV | | Watching TV |
| Going to the Movies | | Going to the Movies |
| Reading Comics | | Reading Stories in Books |
| Reading Stories in Books | | Reading Comics |
| Listening to the Radio | | Listening to the Radio |
| Reading the Newspaper | | Reading the Newspaper |
| Reading Magazines | | Reading Magazines |
| | Grades 7 & 8 | |
| Watching TV | | Watching TV |
| Going to the Movies | | Going to the Movies |
| Reading Stories in Books | | Reading Stories in Books |
| Listening to the Radio | | Listening to the Radio |
| Reading Comics | | Reading Comics |
| Reading Magazines | | Reading the Newspaper and Reading Magazines |
| Reading the Newspaper | | |
| | Grade 9 | |
| Watching TV | | Watching TV |
| Going to the Movies | | Going to the Movies and Listening to the Radio |
| Listening to the Radio | | Reading Stories in Books |
| Reading Magazines and Reading Stories in Books | | Reading Magazines |
| Reading the Newspaper | | Reading Comics |
| Reading Comics | | Reading the Newspaper |

## VOCATIONAL AND EDUCATIONAL INTERESTS

An inquiry was made concerning vocational and educational interests, preference and activities of the pupils in grades 3 through 9.

Table 51 presents the vocational choices of the boys and girls in the three groups; grades 3 through 6; grades 7 and 8; and grade 9. Doctor and scientist were first and second choices of the boys in grades 3 through 6. Engineer and lawyer appeared as the first and second choices in grades 7 and 8. In grade 9, engineer was the boys' first choice, followed in second place by enlistment in the Navy. Nurse, teacher, and secretary appeared as the girls' first three choices in all three groups; only the order changed from level to level. Airline hostess was also among the first five choices of the girls in all three groups. The girls at all three levels were strikingly alike in their choices. The only choice that did not appear in more than one of the three groups was mother and housewife. In the boys' lists, soldier was in the first five choices only of the youngest group of boys; pilot was fourth in rank for the boys only in grades 7 and 8; and enlistment in the Navy was second for the ninth grade boys only.

Table 51
Vocational Preferences of Pupils in Grades 3 through 9 (94% return)

| Boys | Percent | Grades | Girls | Percent |
|---|---|---|---|---|
| | | 3-6 | | |
| Doctor | 13.2 | | Teacher | 22.7 |
| Scientist | 8.6 | | Nurse | 18.7 |
| Baseball Player | 7.0 | | Secretary | 10.9 |
| Engineer | 5.4 | | Mother & Housewife | 6.4 |
| Soldier | 4.9 | | Airline Hostess | 6.2 |
| | | 7 & 8 | | |
| Engineer | 13.2 | | Teacher | 22.0 |
| Lawyer | 9.1 | | Secretary | 13.9 |
| Scientist | 8.7 | | Nurse | 11.8 |
| Pilot | 7.0 | | Airline Hostess | 7.5 |
| Doctor | 5.9 | | Model | 5.7 |
| | | 9 | | |
| Engineer | 12.7 | | Nurse | 15.6 |
| Enlistment in Navy | 7.0 | | Teacher | 11.4 |
| Scientist | 5.6 | | Secretary | 9.4 |
| Architect | 4.9 | | Airline Hostess | 5.2 |
| Baseball Player | 3.5 | | Model | 4.2 |

In Table 52, the percentages of pupils who stated that they were working are set forth. In Table 53, the jobs reported are indicated as well as the percent of the reppondents who named each job. The boys in grades 7 and 8 engaged in several activities; delivering newspapers was most frequently cited. On the other hand, the girls in grades 7 and 8 who said that they worked, mentioned one activity - babysitting - more frequently than any other job. In grade 9, three jobs mentioned by boys in grades 7 and 8 (delivering newspapers, mowing lawns, and babysitting) were cited. The girls stated that their employment was largely given over to babysitting and employment in stores. Other jobs were mentioned, but with low frequencies.

Table 52
Percent of Pupils in Grades 7 through 9 Holding Part-time Jobs (91% return)

| | Boys-Grades 7 & 8-Girls | | Boys-Grade 9-Girls | |
|---|---|---|---|---|
| Yes | 17.2 | 21.0 | 15.8 | 14.8 |
| No | 82.8 | 79.0 | 84.2 | 85.2 |

Table 53
Jobs Reported Currently Held by Pupils in Grades 7 through 9 (61% return)

| Boys | Percent | Grades | Girls | Percent |
|---|---|---|---|---|
| | | 7 & 8 | | |
| Delivering Newspapers | 46.7 | | Babysitting | 88.0 |
| Shovelling Snow | 20.0 | | Helping in Nursery School | 3.0 |
| Mowing Lawns | 13.3 | | Acting | 3.0 |
| Babysitting | 10.0 | | Modelling | 3.0 |
| Caddying | 10.0 | | Helping Instructor in Music | 3.0 |
| | | 9 | | |
| Delivering Newspapers | 65.7 | | Babysitting | 88.2 |
| Working in Drugstore | 16.3 | | Working in a Dime Store | 8.8 |
| Working in Other Stores | 12.0 | | Doing Housework | 3.0 |
| Mowing Lawns | 3.0 | | | |
| Babysitting | 3.0 | | | |

Liking for the job, delivering newspapers, was expressed by many of the boys, and girls mentioned their pleasure in babysitting. However, a small percent indicated also a dislike for these same jobs. Since types of work experience proved so limited, it was inevitable that liking and disliking would be concentrated on a few activities.

Questions were asked concerning plans and preparation for college. From this study, an amazing phenonenom of American life — the general desire to attend college — is revealed. In Table 54, it may be noted that 90 percent of the boys and 86 percent of the girls in grades 7 and 8 stated that they planned to go to college. In the ninth grade, about 82 percent of the boys and 75 percent of the girls said that they intended to attend college.

Table 54
Percent of Pupils in Grades 7 through 9 Planning to Attend College (95% return)

| | Boys-Grades 7 & 8-Girls | | Gary Boys-Grade 9-Girls | | Evanston Boys-Grade 9-Girl | |
|---|---|---|---|---|---|---|
| Yes | 90.1 | 85.9 | 73.7 | 57.8 | 90.1 | 92.3 |
| No | 9.9 | 14.1 | 26.3 | 32.2 | 9.9 | 7.7 |

Comparison of the percentages in Gary and Evanston are provocative. In Evanston, one finds a conspicuously larger percent of pupils planning to attend college. Moreover, some sex differences were revealed with many more boys than girls in Gary planning to continue their education by attending college.

Interesting too, are the percentages of parents who according to the pupils' statements, were planning to send their children to college. In the North Shore suburbs, this aspiration was attributed to almost all the parents. And in Gary too, the majority of parents stated that they were planning for this fulfillment. Thus, one may note a conspicuously changed attitude toward college attendance from that which prevailed earlier in the United States. These data are set forth in Table 55.

Table 55
Percent of Parents of Pupils in Grades 7 through 9 Who Want Their Children to Attend College (95% return)

| | Grades 7 & 8 | | Grade 9 - Gary | | Grade 9 - Evanston | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls |
| Yes | 95.5 | 91.9 | 89.0 | 76.2 | 98.7 | 96.2 |
| No | 4.5 | 8.1 | 11.0 | 23.8 | 1.3 | 3.8 |

The pupils were questioned concerning whether they planned to attend a school for business or special training. Table 56 presents results.

Table 56
Percent of Pupils in Grades 7 through 9 Who Plan to Attend Business or Special School (87% return)

| | Grades 7 & 8 | | Grade 9 - Gary | | Grade 9 - Evanston | |
|---|---|---|---|---|---|---|
| | Boys | Girls | Boys | Girls | Boys | Girls |
| Yes | 39.9 | 47.1 | 38.1 | 38.3 | 26.3 | 27.9 |
| No | 60.1 | 52.9 | 61.9 | 61.7 | 73.7 | 72.1 |

Some of the pupils probably interpreted the question about going to a special school as an inquiry concerning whether they intended to continue their education beyond high school by attending a junior college, a business college, or schools offering training in mechanics, in modelling, and in various aspects of business. Thirty-eight percent of the Gary pupils and 27 percent of the Evanston pupils said they were planning to attend schools which offer specialized training.

The percentages of pupils who stated that they intended to go to college was high. We judged that the percentage would drop greatly as the pupils continued throughout the high school. Accordingly, we extended the investigation and questioned sophomores, juniors and seniors in the same high schools about their plans. The percent of pupils who planned to attend college dropped in Gary from about 66 percent in the ninth grade to 54 percent in the twelfth grade, and in Evanston, from about 91 percent in the ninth grade to 86 percent in the twelfth grade. These data, not a part of the present investigation, will be given in a forthcoming report of another related study.

Inquiry was made concerning the subjects the pupils were taking in school and the subjects liked best and least. Tables 57 and 58 list the subjects taken most frequently by the pupils in grades 7 and 8, and 9. Table 59 gives the five best-liked subjects for each group. And Table 60 gives the subjects in which the pupils said that they received their best marks. It is striking that the subjects liked best are usually the ones in which the pupils received their best marks.

Table 57

School Subjects Currently Studied by Pupils in Grades 7 and 8 (76% return)

| Boys - Percent | | Girls - Percent | |
|---|---|---|---|
| Mathematics | 73.6 | Mathematics | 87.7 |
| Science | 69.3 | Science | 73.7 |
| Social Studies | 55.9 | Social Studies | 68.8 |
| Gym | 49.0 | English | 56.1 |
| English | 44.4 | Music | 55.7 |
| Music | 43.3 | Gym | 55.7 |
| Shop | 36.7 | Cooking | 42.1 |

Table 58

School Subjects Currently Studied by Pupils in Grade 9 (94% return)

| Boys - Percent | | Girls- Percent | |
|---|---|---|---|
| English | 85.4 | English | 90.0 |
| Mathematics | 78.4 | Mathematics | 83.2 |
| Gym | 71.9 | Civics | 56.5 |
| Biology | 46.8 | Gym | 53.4 |
| Civics | 39.2 | Music | 45.8 |
| ROTC | 29.2 | Biology | 37.4 |
| Shop | 22.8 | Science | 22.9 |
| Science | 21.0 | Cooking | 19.8 |
| Language Arts | 17.0 | Language Arts | 13.7 |

Table 59

Best-Liked Subjects of Pupils in Grades 7 through 9 (94% return)

| Boys - Percent | | Girls - Percent | |
|---|---|---|---|
| | Grades 7 & 8 | | |
| Science | 30.2 | Mathematics | 25.9 |
| Mathematics | 26.3 | Science | 23.9 |
| Social Studies | 13.1 | Social Studies | 19.7 |
| Gym | 12.0 | English | 17.1 |
| Shop | 10.9 | Spelling | 13.6 |
| | Grade 9 | | |
| Mathematics | 53.9 | English | 36.1 |
| English | 20.0 | Mathematics | 35.2 |
| Civics | 14.5 | Civics | 9.0 |
| Science | 9.1 | Biology | 5.7 |
| Biology | 7.3 | Art | 4.9 |

Table 60

Subjects in Which Pupils in Grades 7 through 9 Reported Best Marks Were Received (90% return)

| Boys - Percent | | Girls - Percent | |
|---|---|---|---|
| | Grades 7 & 8 | | |
| Science | 31.7 | Mathematics & English | 27.4 |
| Mathematics | 31.1 | Science | 24.7 |
| Social Studies | 18.2 | Social Studies | 21.1 |
| Gym | 13.2 | Spelling | 14.8 |
| Spelling | 8.1 | Gym | 8.9 |
| | Grade 9 | | |
| English | 45.1 | English | 42.5 |
| Algebra | 24.1 | Algebra | 24.2 |
| Mathematics | 20.4 | Civics | 15.0 |
| Civics | 14.8 | Mathematics | 11.7 |
| Science | 13.0 | Biology | 9.2 |

## REACTIONS OF PARENTS AND TEACHERS TO THE MASS MEDIA

A subsidiary study was made of the time devoted to the mass media by the teachers and parents of the elementary school pupils. Their attitudes toward the effects of the media upon boys and girls were also studied.

Table 61 shows the average time that the parents and teachers reported that they gave weekly to TV. The parents averaged 20.5 hours per week while the average for the teachers was only 11.0 hours. Conspicious is the fact that the teachers devoted less time to TV than did the parents who spent almost the same amount of time per week with TV as did their children. The parents indicated that they gave 11.6 hours per week to radio listening while the teachers gave only an average of 4.6 hours. Data are presented in Table 61.

Table 61

Average Time Devoted Weekly to Radio and TV by Parents and Teachers (71% return)

| | Parents - Hours | Teachers - Hours |
|---|---|---|
| TV | 20.5 | 11.0 |
| Radio | 11.6 | 4.6 |

About 80 percent of the parents stated that they attended movies occasionally; only 5 percent said they attended as often as weekly. The teachers attended movies infrequently.

It is clear that the parents in this study resemble their children in devoting a great deal of time to the mass media. It is apparent the that TV is their favored pursuit, which for the family group consumes more time perhaps than any other activity except sleep.

Favorite programs of parents and teachers are presented in Tables 62 and 63.

Table 62

Favorite TV Programs of Parents (87% return)

| Program | Percent |
|---|---|
| Playhouse 90 | 23.8 |
| Father Knows Best | 10.8 |
| News | 7.8 |
| What's My Line? | 7.5 |
| 77 Sunset Strip | 7.2 |
| Omnibus | 6.6 |
| Bold Journey | 6.6 |
| Maverick | 6.3 |
| Perry Como | 6.0 |
| Ed Sullivan | 6.0 |

Table 63

Favorite TV Programs of Teachers (100% return)

| Program | Percent |
|---|---|
| Playhouse 90 | 25.0 |
| News | 21.4 |
| What's My Line? | 21.4 |
| Voice of Firestone | 21.4 |
| Bold Journey | 14.3 |
| Hallmark Hall of Fame | 10.7 |
| Today | 10.7 |
| Omnibus | 10.7 |

The parents and the teachers both gave Playhouse 90 first rank. Both groups also favored News, What's My Line?, and Bold Journey. 77 Sunset Strip, Maverick, Perry Como, and Ed Sullivan appear in the parents' list but not in the teachers. Father Knows Best was popular with the parents, but was not included in the list of the teachers' top favorites.

Best-liked radio programs are given in Table 64. News, Music, and FM were given as the three top programs for both groups.

Table 64
Best-Liked Radio Programs of Parents and Teachers (90%return)

| | Parents - Percent | Teachers - Percent |
|---|---|---|
| News | 45.0 | 61.0 |
| Music | 28.0 | 29.0 |
| FM | 9.0 | 21.0 |

Gigi, South Pacific, Auntie Mame, and Around the World in 80 Days were among the favorite movies of both the teachers and the parents. Apparently teachers and parents tend to like the same movies - the rather generally accepted and recent presentations. From our studies, it appears that both parents and teachers attend movies outside the home somewhat less frequently than in the past.

The parents and teachers were asked to indicate the types of programs disliked. Table 65 gives their answers insofar as TV is concerned. They expressed a general dislike for recurring westerns, Shock Theatre, and quiz shows.

. Table 65
Types of TV Programs Disliked by Parents and Teachers (88% return)

| | Parents - Percent | | Teachers - Percent |
|---|---|---|---|
| Westerns | 24.0 | Westerns | 29.0 |
| Shock Theatre | 10.0 | Quiz Shows | 11.0 |
| Quiz Shows | 9.0 | Murders | 11.0 |
| Murders | 4.0 | Steve Allen | 11.0 |
| Crime Pictures | 3.0 | Mysteries | 11.0 |
| Soap Operas | 3.0 | Lawrence Welk | 7.5 |
| | | Milton Berle | 7.5 |
| | | Shock Theatre | 7.5 |

The parents and teachers were requested to list the types of TV, radio, and movie programs considered desirable and undesirable for children. Table 66 gives the types of desirable programs listed. It will be noted that science and educational programs were approved and that favor was extended also to Shirley Temple and *Walt Disney* presentations.

Table 66
TV, Radio, and Movie Programs Considered Desirable for Children
by Parents and Teachers (94% return)

| Parents - Percent | | Teachers - Perce | |
|---|---|---|---|
| Educational Pictures | 16.0 | Science | 25.0 |
| Adventure | 12.0 | Shirley Temple Movies | 18.0 |
| Comedy | 11.0 | Educational Pictures | 18.0 |
| Walt Disney | 10.0 | Animals | 14.0 |
| Cartoons | 10.0 | Travel | 14.0 |
| | | Music | 14.0 |

Table 67 gives the undesirable types of programs. Both parents and teachers listed the same kinds of programs in the first five. Although the order was somewhat different in the two groups, both included horror, murder, westerns, crime, and mystery. Westerns were second in the parents' list; fifth in the teachers. The parents and teachers also named some undesirable programs. Most frequently cited both by parents and teachers was the TV program, *Shock Theatre*.

Table 67
TV, Radio, and Movie Programs Considered Undesirable
for Children by Parents and Teachers (95% return)

| Parents - Percent | | Teachers - Percent | |
|---|---|---|---|
| Horror | 23.0 | Murder Films | 25.0 |
| Westerns | 21.5 | Crime | 25.0 |
| Crime | 16.0 | Horror | 21.0 |
| Murder | 9.0 | Mystery | 21.0 |
| Mystery | 9.0 | Westerns | 14.0 |

Among the particular TV programs mentioned as desirable by the teachers were *Shirley Temple* (32%); *Disney Documentary* (29%); and *Bold Journey* (25%). Radio programs were less frequently mentioned. The teachers had more definite reactions to desirable movies than to acceptable radio programs: they named *Walt Disney* (22%); *Cinerama* (14%), and *Sleeping Beauty* (7%) as desirable movies.

The parents were definite too, in their affirmation of specific TV programs. Thus, they named the following TV programs as desirable: *Walt Disney* (15%], *Captain Kangaroo* (9%), *Father Knows Best* (8%), *Lassie* (7%), and *Shirley Temple* (7%). Mentioned as desirable were these movies: *Walt Disney* (12%), *Shaggy Dog* (10%), *Sleeping Beauty* (6%), *Snow White* (4%), and *Tonka* (3%).

Teachers and parents were asked to indicate whether they felt that TV had exercised an influence upon the reading of the children. Table 68 gives their answers.

Table 68
TV's Influence on Children's Reading Habits as Reported
by Parents and Teachers (81% return)

| Parents | Percent | Teachers | Percent |
|---|---|---|---|
| Cuts down time spent on reading | 29.0 | Cuts down time spent on reading | 25.0 |
| None | 23.0 | Broadens interest in, and knowledge of environment | 14.0 |
| Stimulates reading | 12.0 | Stimulates reading | 14.0 |

A small percentage of the teachers indicated that TV had influenced study habits adversely (7%); and equal percentages (7%) said that children's general work habits had been affected undesirably and that children were more careless than formerly. The greatest disadvantage of TV was alleged to be that it "wastes time".

Almost 90 percent of the teachers stated that TV had helped children in some aspect of school work. Yet only 12 percent said it has caused them to modify their subject matter presentations in school. Seventy-three percent said that they recommended particular TV and radio programs and movies for their pupils to see or hear. And 43 percent believed that the vocabulary of boys and girls had been influenced favorably by TV.

The parents were asked whether they helped their children choose TV, radio, and movie presentations. Seventy-six percent said that they did help, while 24 percent stated that they did not. Similarly, 78 percent of the parents said they limited the amount of time children might devote to the mass media; 22 percent said they did not attempt to restrict or limit children's viewing.

The parents were asked whether they planned schedules for TV, radio, movies, and for outdoor activities. Table 69 gives results. It is clear that more parents devise plans for TV than for radio. And a still larger percent try to plan for outdoor activities.

Table 69
Extent of Schedule Planning by Parents (89% return)

| | Plan for Televiewing?<br>Percent | Plan for Radio & Movies?<br>Percent | Plan for Outdoor Activities<br>Percent |
|---|---|---|---|
| Yes | 26.0 | 13.0 | 45.0 |
| No | 74.0 | 87.0 | 55.0 |

The parents were asked whether TV had created problems in their homes. Only 35 percent answered yes and 65 percent said no. The types of problems are cited in Table 70. The chief concern of the parents is over the conflict in the choice of programs. Only 8 percent indicated the limiting effect of so much sedentary activity and very few mentioned physical or emotional problems associated with TV.

Table 70
Problems Created by TV as Reported by Parents (94% return)

| | Percent |
|---|---|
| Conflict in Choice of Programs | 25.0 |
| Conflict with Studying | 14.0 |
| Bedtime Interference | 14.0 |
| Mealtime Interference | 12.0 |
| Limits Other Activities | 8.0 |

Finally the parents were asked to complete these sentences: "The main advantage of TV in the home is ----------. The chief disadvantage of TV in the home is ----------." The following advantages were indicated: provides good entertainment (41%); has positive value (11%); keeps family in group (8%); and encourages relaxation (7%). The following disadvantages were cited: too time consuming (10%); interferes with studying and reading (7%); and encourages mediocrity(5%).

## SUMMARY, COMPARISONS WITH OTHER STUDIES, AND IMPLICATIONS

This investigation is one of the few recent studies which enable the student to view the pattern of interests of pupils in the elementary grades and in grades 7, 8, and 9. It is possible to some extent to observe or infer similarities and differences as pupils mature. It permits too, the study of sex differences since data for boys and girls are treated separately at each level.

### TV, Radio, and Movies

The results of the study are similar to others in demonstrating the popularity of TV — above other media of mass communication. Indeed, TV appears clearly as the favorite leisure activity of children, youth, and adults. The extent to which TV prevails in the average home may be seen from a report cited by Time magazine, October 13, 1958, which showed that 43 million U.S. homes had TV turned on an average of five hours and 56 minutes each day.

One of the investigators has reported a series of studies of TV each year since 1950. In the preceding review of the literature, these studies were cited. It was found that 43 percent of elementary school pupils in the Chicago area reported in 1950 that they had TV sets at home. The percent having sets rose rapidly year by year. In the present investigation, 99 percent reported sets at home. And more than 35 percent indicated that they had two sets. About 3 percent stated that they had color TV. Thus, we have reached a saturation point insofar as TV sets (without color) are concerned. The trend is now toward two sets or more in every home!

Table 71 presents the average amount of televiewing for the present study and contains comparative data for other years.

Table 71
Average Hours Spent Weekly with TV by Pupils, Parents, and Teachers
(Studies by Paul Witty)

| | 1951 | 1953 | 1955 | 1957 | 1958 | This Study |
|---|---|---|---|---|---|---|
| Elementary School Pupils | 19 | 23 | 24 | 22 | 20 | 20 |
| High School Pupils | 14 | 17 | 14 | 12 | 13 | 17* (*9th grade only) |
| Parents | 20 | 19 | 21 | 20 | 19 | 20.5 |
| Teachers | 9 | 12 | 12 | 12 | 12 | 11 |

In 1950, the children said that they devoted on the average, 21 hours per week to TV. A slight drop transpired the following year with an increase thereafter. Relatively small variations occurred in the averages during the following years. In this study the average was 20 hours for pupils in grades 3 through 6. The average for grades 7 and 8 was about the same. The ninth grade students, as in earlier studies, were found to devote less time to TV. The average for high school pupils (in grades nine through twelve) in 1957, as shown in Table 71 was 12 hours per week; and in 1958, it was 13. In this study the average was 17 hours. One should bear in mind that the last figure is for ninth grade pupils only. However, in a supplementary investigation, referred to earlier in this report, it was found that the average amount of televiewing decreased from 17 hours in the freshman year to 11 hours in the senior year.

Less time is given to TV in the summer than during the other seasons. According to our investigations, the drop in televiewing during the summer months in the Chicago area is about 20 to 25 percent in total time per week.

The results of the present study are clearly in accord with a number of other investigations which show that children in some metropolitan areas spend upwards of 20 hours weekly with TV. However, one recent study in California differs somewhat from the others and presents a somewhat lower average. In the California study, the number of hours is perhaps lowered by the smaller amount of weekend viewing by the pupils.* Nevertheless, the weekly average is high.

It may be seen from Table 71 that televiewing consumes a very large amount of the time not only of children, but also of adults. In Business Week, it is stated:

> . . . . Last year in homes with television sets -- three quarters of all the families in the country -- more total time was spent watching television than in any other single activity except sleep.**

---

*Stanford Institute of Communication Research, Report No. 1, page 8. Op.cit.
**"Special Report: Television, The New Cyclops," Business Week (March 10, 1956).

In the review of the literature, we pointed to the changes in best liked children's programs during the past decade, from the high favor accorded to westerns at first, to the later acclaim given to I Love Lucy and then to the Disney presentations. Recently, the westerns as well as crime and "shock" programs have attained great popularity -- particularly among the boys. It may be seen in our present analysis of favorite programs for grades 3 through 6, that westerns hold a high place, and that among the pupils in the seventh through the ninth grades, Shock Theatre (among the 10 favorites, too, of the boys in the lower grades) has become very popular. The favorite programs of pupils, their parents, and teachers are found in Table 72 for 1957, 1958, and for the present time as shown by this investigation.

Table 72
TV Preferences of Pupils, Parents and Teachers

| Children | H. S. Pupils | Parents | Teachers |
|---|---|---|---|
| 1957 | | | |
| Disneyland | Steve Allen | I Love Lucy | Lawrence Welk |
| Mickey Mouse Club | Cheyenne | Lawrence Welk | Perry Como |
| I Love Lucy | Perry Como | Perry Como | Loretta Young |
| Lassie | Father Knows Best | Father Knows Best | Disneyland |
| Fury | Bob Cummings | Omnibus | Wide Wide World |
| 1958 | | | |
| Zorro | Maverick | Playhouse 90 | Playhouse 90 |
| Disneyland | Gunsmoke | Father Knows Best | Bold Journey |
| Bugs Bunny | Steve Allen | Perry Como | Perry Como |
| Shock Theatre | Shock Theatre | Dinah Shore | News |
| Mickey Mouse Club | Father Knows Best | Lawrence Welk | Wide Wide World |
| This Study (9th grade only) | | | |
| Three Stooges | Maverick | Playhouse 90 | Playhouse 90 |
| Bugs Bunny | American Bandstand | Father Knows Best | News |
| Rifleman | Dick Clark Show | News | What's My Line? and Voice of Firestone |
| Shock Theatre | Rifleman | What's My Line? | Bold Journey |
| Zorro | Father Knows Best | 77 Sunset Strip | Hallmark Hall of Fame and Today and Omnibus |

A few studies have been designed to disclose the relationship between the amount of televiewing and attainment in specific school subjects. For example, in San Leandro, California, sixth and seventh grade pupils who televiewed the most, 22 3/4 to 69 1/2 hours a week, were compared with those who televiewed very little, 0 to 9 3/4 hours a week. Some differences favoring those who televiewed very little appeared in arithmetic and reading, while little difference was found in the language and spelling attainment of the two groups.*

In our early studies, excessive viewing of television semmed to be associated with somewhat lower academic attainment. Thus, in one investigation the average time devoted to TV by middle-grade pupils in the upper fourth of their classes on standardized educational tests was 21 hours per week, while the average for the lower fourth in educational attainment was about 26 hours. We should point out, however, that some pupils were undoubtedly led to do better work in school because of interests awakened by TV. Moreover, in case of an association of televiewing with poor academic attainment, other undesirable factors, in addition to excessive televiewing, were found.

A Ph.D. study, now being made as an outgrowth of this present investigation, corroborates our earlier results insofar as the relationship of amount of televiewing to educational attainment is concerned. Paul Kinsella has found significant differences in the amount of televiewing in the extremes (pupils one sigma above and one below the mean in educational attainment). The pupils in the upper group in educational attainment devoted an average of 19 hours per week to TV while those in the lower group spent 25 hours per week with TV.

It is often claimed that children are now reading less because their time is monopolized by TV. Yet studies do not generally corroborate this change. For example, one investigator found that 31 percent of the boys and 32 percent of the girls in certain Michigan schools indicated that TV had not altered their reading habits. Nineteen percent of the boys and 22 percent of the girls said that they read more now. Moreover, 81 percent of the pupils in grades 7 to 12 said that TV had not interfered with homework.**

Parents and teachers included in the present survey set forth their conviction that many children now read less than they did before TV. However, the number of these complaints has decreased during the past few years. Moreover, relatively few pupils in this study stated that TV had influenced their reading adversely. Instead, many pointed out that televiewing had led to an increase in reading. And some pupils indicated that TV had actually helped them in school. In fact, about 30 to 40 percent said that the influence of TV had been beneficial.

---

*Lloyd F. Scott, "Television and School Achievement," Phi Delta Kappan, XXXVIII (October, 1956), pp. 25-28.

**T. C. Battin, Television and Youth. Report published by TV Information Committee, National Association of Radio and TV Broadcasters, Washington, D.C. P. 12.

Radio, as shown in this investigation, still has a hold upon pupils. The average amount of time spent in weekly radio-listening was about 8 hours. The pupils in grades 3 through 6 spent less time with radio than did the older groups. Certainly the amount of time spent with radio has dropped sharply since the advent of TV, as the present investigation suggests. In some of our earlier studies, radio equalled the popularity of TV among high school students. But in this study, TV was rated first at all levels, including the ninth grade. Not only was TV more popular according to pupil statements, but it also offered, they said, greater possibilities than did the radio for fruitful association with schoolwork.

Movies outside the home continue to attract boys and girls, who most often attend them once each week or once in every two weeks. Thus, attendance has been curtailed greatly as comparison with earlier studies will show.

The pupils' favored movies appeared to be the ones shown at the theatre near the pupils' home. Science fiction, as portrayed in The Blob was very popular with the boys in the seventh and eighth grades while the girls preferred quieter presentations in which romance was involved. Both boys and girls placed movies below TV and radio in their preference ratings.

In this study, the reactions of the parents and teachers to TV presented a picture similar in some respects to that of the pupils. The parents devoted an average of 20.5 hours per week to TV while the average for the teachers was only 11 hours. An additional 11.6 hours was given over weekly to radio by the parents and 4.6 hours by the teachers. Movies were attended outside the home infrequently by both groups.

It is clear that the mass media have captivated the parents, who like the children in this study, have become addicts to TV. The teachers, on the other hand, have been more reluctant to accept TV. But they are gradually doing so, as is suggested by the comparative gains in the time devoted by them to TV.

Parents and teachers alike stressed the surfeit of westerns, crime, murder, and "shock" programs for children and many pointed out the undesirability of such presentations. However, adverse criticisms were made by only a small percentage of the parents and teachers.

There has been apparently a marked change in the attitude toward TV on the part of many adults. At first, large numbers were skeptical that any desirable outcome would result from TV. Typical of complaints were these: "TV is reducing our children to a race of spectators;" and "Life should be lived, not watched."

Today more and more parents and teachers appear to accept televiewing as a part of our design for living. They cite problems less frequently. However, many are still concerned about the children who read less, as well as about the very large amount of leisure time consumed by TV and the neglect of other activities.

Educational TV programs were seldom mentioned as favorites by the pupils. However, some parents pointed to the need for the development and extension of good programs of this kind.

Parents and teachers cite more frequently than in former years some positive outcomes from televiewing, including gains in vocabulary and an increase in reading. Anyone who observes children closely may note instances of other constructive influences. Robert Goldenson, for example, included in Parents' Magazine a remarkable composition by a ten-year-old boy describing with a high degree of accuracy a heart operation on a little girl.[*] This composition was based not on anything the boy had read or studied in school, but on a single five-minute sequence seen on TV. Similarly, many other children are learning from TV much about science, the lands and cultures of other peoples, and the satisfactions to be found in books. The children's own testimony in this study provides ample evidence of this fact. TV presents problems, it is true, but it also provides opportunities for parents and teachers to utilize to advantage interests which have been engendered on TV.

## Play and Recreation

In considering the patterns of play and recreation today, one must bear in mind the pre-eminence accorded TV by the pupils. With so much time consumed by TV, some activities, followed in the past have been abandoned or the time devoted to them has been reduced. One of these is, of course, going to the movies outside the home. This study suggests that neither children nor their parents attend movies so frequently as in the past. In addition, pupils spend less time listening to the radio - particularly in the elementary grades.

Another activity engaged in less frequently now is reading the comics. The comic magazines, although popular, do not have the appeal they had in the past. Some hobbies and outdoor play activities have been abandoned too, but others have come into favor; for example, listening to the transistor radio, an activity which attained popularity in the two-year interval during which this investigation was being made. In November, 1959, we found that in one school 20 percent of the pupils in grades 3 through 6 and 45 percent in grades 7 and 8 had transitor sets, which were causing them to increase the time given to radio. Thus, some new activities attain popularity rapidly, but many favorites of earlier days persist.

---

[*] Robert M. Goldenson, "How to Get the Best Out of Television." Parents' Magazine, XXXI (November, 1956), pp.44-45, 128-129.

One of the pioneer investigations of play activities was reported by Lehman and Witty about three decades ago. An unpublished study made in the Chicago area by Witty and Coomer in 1946 yielded data somewhat similar to those reported by Lehman and Witty. Some results of the former study are shown in Table 73.

Table 73
The Ten Most Popular Play Activities at Ages 10 and 15
(From Witty and Lehman)

| Boys | | Girls |
|---|---|---|
| | Ten Years | |
| Football | | Playing the Piano |
| Baseball | | Going to the Movies |
| Boxing | | Looking at the "Funny Paper" |
| Playing Catch | | Playing with Dolls |
| Riding a Bicycle | | Roller Skating |
| Basketball | | Riding in an Automobile |
| Wrestling | | Reading Books |
| Playing Cowboys | | Playing School |
| Roller Skating | | Jacks |
| Marbles | | Listening to the Phonograph |
| | Fifteen Years | |
| Basketball | | Reading Books |
| Football | | Going to the Movies |
| Baseball | | Social Dancing |
| Driving an Automobile | | Playing the Piano |
| Tennis | | Riding in an Automobile |
| Watching Athletic Sports | | Having Dates |
| Hunting | | Watching Athletic Sports |
| Going to the Movies | | Going to Parties, Picnics |
| Boxing | | Basketball |
| Reading Books | | Doing Gymnastics |

Witty and Coomer found that group activities, such as playing catch, or games referred to as baseball or football, were popular with boys of ages 9 to 12, but these pursuits were unlike the more formal, competitive sports enjoyed by older boys. By the time boys were 12 years of age they turned to more highly organized games. Girls were found to enjoy more sedentary activities. From 12 to 15 there appeared to be a sharp decrease in the amount of active, spontaneous play, and a tendency developed on the part of both boys and girls to take part to a greater extent in sedentary pursuits. Going to the movies, listening to the radio, riding in an automobile, and watching contests gained favor among passive-spectator activities. In the Witty-Coomer study, as compared with the earlier investigation, one may note an increase in sedentary activities. And in the present study, a continuation of this trend with some intensification may be noted. The influence of the mass media- with TV first -was evident throughout the study. However, televiewing is only one among numerous sedentary pursuits of today's children.

Despite the appeal of the mass media, boys and girls still find time to participate in a number of outdoor activities. Boys play baseball and football, swim, and ride bicycles; and girls enjoy skating, jumping rope, building snowmen, and riding on sleds. But both boys and girls report less frequently activities such as playing marbles, fishing, hunting, hiking, flying kites, and picnicking, which formerly enjoyed popularity. There may be a slight reduction too, in the hobbies involving outdoor participation, now reported as compared with earlier times. Collectively, these data present a picture of children and youth today surrounded with intriguing mechanical devices and opportunities for "purchased" vicarious recreation. Never before was guidance so greatly needed to enable them to develop balanced and individually suitable patterns of play and recreation.

Several writers have asserted that children today tend to spend less time in outdoor play, hobbies, sports, and creative activities than they did before the advent of TV. But the results of studies are inconsistent. For example, T.C. Battin found that 57 percent of the boys and 59 percent of the girls followed the same hobbies as before TV.* Moreover, 38 percent of the boys and 34 percent of the girls reported the cultivation of new hobbies, while only 5 percent of the boys and 7 percent of the girls indicated less hobby interest. It is true, of course, that many pupils cannot recall a time when they did not have TV. In the present study, there seemed to be a small decrease in outdoor activities and hobbies in children and youth today as compared with pupils studied in the past---particularly fifteen or more years ago. In interpreting these data it is well to keep in mind, however, that before the era of mass communication, children in America had already become addicts to passive spectator sports and to purchased recreation. But the mass media appear to have increased somewhat this trend. As Marya Mannes comments:

---

*T.C. Battin, Television and Youth. Op.cit.

> I doubt whether even among the privileged classes during the days of Pericles, Ancient Rome, the Middle Ages, or the Renaissance, entertainment was more than periodic and less than an occasion. And I know that during my own average youth, only four or five times a year did we go to a play, and to a movie never more than once a fortnight. These were excitements long anticipated and long remembered. The thought of having them constantly accessible never entered the mind. If it had it would have been rejected as preposterous or sinful. Nowadays it seems preposterous not to avail oneself constantly of diversion, since a flick of a knob can produce it.
>
> I do not propose to draw any somber conclusions from this fact of our civilization except to point out that the whole man or woman does not need or want this constant diversion.*

## Reading

The results of this investigation in the field of reading are inconclusive but nonetheless provocative. Thus, we find that while the mass media consume several hours daily, reading is accorded only an hour or a little more each day by these pupils. Moreover, the ninth grade pupil appears to read little more than the middle grade child. Compared with TV, reading has relatively small appeal.

Most of the books reported by these pupils were in the category of fiction; poetry, essays, and drama were less often read. Stories of famous people were the best-liked non-fiction group. The most popular books of the boys were in the areas of adventure, mystery, and "westerns". Many boys were attracted to "science fiction" too. Girls turned more frequently to stories involving romance.

In this study there was frequent citation of superior series books such as The Landmark, and occasional mention of paperback books. Despite these facts, the results of this study were not reassuring insofar as reading is concerned. Like the Stanford study, this investigation showed that relatively little time is spent on books. In the Stanford study this statement is made:

---

*Marya Mannes, "The Right to Be Entertained," The Reporter (June 30, 1955),pp.42-43

> It is probable, therefore, that the average student in the elementary grades, once he has learned the basic skill of reading reads between one-half and one book per month during the school year.*

Magazine reading for the older pupils was limited largely to Life, Look, the Saturday Evening Post, and news periodicals.

Through the entire investigation of interests, the influence of standardizing forces and the power of the ubiquitous mass media were reflected. There was evidence too, that the domination of the mass media was gradually being accepted by parents and teachers. Of course, parents and teachers did set forth their concern about the children who read less than before TV. However, the number of these complaints has decreased. Moreover, relatively few pupils now believe that TV has influenced their reading adversely. Many pointed out that televiewing has actually led them to increase their reading. Through this study and others, it has become clear that the average amount of reading has probably increased a little since the advent of TV. This is shown in the reports on books read as well as the amount of reading pupils claim to have done. But the small amount of time devoted to reading -- about one hour each day -- stands out in sharp contrast with the larger amount -- three hours daily -- given to TV by the younger pupils.

Some writers state that the quality of children's reading has improved and others emphasize the inrease in amount of reading. For example, Arnold L. Lazarus writes: "Whether because of TV or in spite of it, youngsters (both elementary and secondary) are reading more than ever, according to unanimous reports of librarians (school and public)." ** Despite a probable small gain in the amount of reading among children, the picture is by no means a bright one today since the average child does not read widely. Moreover, there are many very intelligent children who read little. And there are also large numbers of retarded readers in our schools.

---

*PPreliminary Report No. 4, - The San Francisco Study of Children and Mass Communication. pp. 1-2. Op. cit.

**Arnold L. Lazarus, "Pupils' TV Habits," Educational Leadership, XIII, (January 1956) pp. 241-242.

## Vocational and Educational Interests

The students in this investigation appear to be more realistic in their choices of occupations than pupils in studies made a decade or more ago. This was shown in the selection of a relatively small number of occupations by most of the boys and girls — occupations which hold possibilities of absorbing many people today. Girls mentioned more frequently than in earlier studies, such occupations as teacher, nurse, and secretary. In all groups, teacher, nurse, and secretary were the favored occupations of the girls. The boys chose engineer, scientist and pilot most frequently.

In grades 7 through 9, some occupations favored by many pupils in earlier studies tended to persist. Noticeable are additions too; — jobs which were seldom or never mentioned in earlier studies. For example, boys frequently named scientist and the girls, airline hostess. In earlier studies, the choices appeared to be more often an expression of illusory hope. The choices now reflect the current approval and sanction given by society to certain occupations such as science and engineering. Moreover, these choices mirror the impact of the modern world with its growing demand for airline stewardesses, engineers, and pilots. One youngster indicated that he wanted to be "an astronaut!"

The choices, while by no means as unrealistic as those in some earlier studies are, nevertheless, impractical in some cases. Obviously, guidance is a crucial need as suggested by the data obtained in this investigation. Guidance should begin early and should lead to a more realistic individual choice. The expression of interest may be regarded then by the teacher as an opportunity for offering guidance and counsel, and for suggesting appropriate reading material and related school experience.

The work experiences of these pupils were less varied than in earlier studies. These pupils appeared to concentrate their participation in a small number of jobs for remuneration. One of these, babysitting, by far the most generally followed today by girls and by boys, is a relatively new pursuit. Boys continue to have paper routes, but few cited caddying, running errands, delivering messages, tending lawns, and caring for gardens. Such jobs were cited in earlier studies.

One of the most interesting and significant facts revealed by this study is the very high percentages, both of boys and girls, who stated that they plan to go to college. And very high percentages of the parents want their children to attend college. A college education for his children is clearly the dream or hope of the typical American parent today.

Some interesting data were also found in the analyses of the subjects the pupils were taking in grades 7 through 9. One may note the influence of the recent tendency to encourage the study of science and mathematics.

Another noteworthy finding of this study is the close relationship between the subjects liked best by the pupils and those in which they received their highest marks. The close relationship for the junior and senior high school pupils as a group suggests the importance of a favorable attitude in determining successful school endeavor.

## Educational Implications and Recommendations for Parents and Teachers

One of the most conspicuous features of this study, as we have already stated, is the way in which the interests of pupils today reflect our mechanized society and the general impact of the mass media on life today. Concerning some forces operating at the present time, H.H. Remmers and D.H. Radler state:

> The automobile has changed from a rich man's oddi
> to a 350 horsepower chariot for the average man. Th
> airplane has grown from a tentative, untrustworthy hopper-across-fields to a 10,000 horsepower nonstop earth-girdler. And now men look toward the moon, the planets, even the stars. Radio was a constant background squawk 15 years ago, heeded only when it grew momentarily silent. Now we have hushed it, perhaps irrevocably, by substituting the hypnotic eye of television, ignored only by the sick, the blind, and the insane.*

We have already indicated that criticisms of TV were made by a minority only of the parents who stressed the adverse effects on reading as the most undesirable outcome. These protests about children's reading may have been compensations in certain cases for the parents' own failure to read widely.

Gordon Dupee stresses the significance of the home and the attitudes of adults in determining whether children turn to reading:

> . . . ours is a society which does not honor reading. We turn our own depreciation of reading to indignation and blame the school. We think of youngsters as of "school age," as though they were not of "home age," or "television age." We think of school as the only place of schooling . . . . Forty-two percent of the houses in America today are without bookcases or bookshelves of any kind . . . . A survey by one of America's leading encyclopedias revealed that 84 percent of the families purchasing their encyclopedias had not opened it within one year after purchase. It [the set] was brought as cultural furniture.**

It ~~will be~~ was noted that hobbies, crafts, music, and cultural activities in general were seldom mentioned by the pupils in this study. 28 But TV alone should not be blamed for this condition since Jersild and Tasch described in 1949 a similar situation in a study of interests which was cited in our review of the literature.

Certainly, it appears that the present pattern of interests is too heavily weighted with activities associated with the mass media. There appears to be too little participation in outdoor activity, hobbies, and creative pursuits of various kinds. Moreover, the mass media, it appears, may exercise a restricting influence upon the recreation, the vocational ambitions, and the reading of the boys and girls. For example, these children want to emulate the characters they observe with adventurous or glamorous association on TV or radio or see in the movies. The pupils also are influenced by some of the characters that they like best in books. Following are some of the characters in books whom the pupils admire: Zorro, Shirley Temple, Nancy Drew, and the Hardy Boys. Once again, the reader may note a relationship between the choices and the appearance of characters in TV presentations. The direct influence of the mass media on the child's choice of persons he would like most to resemble was reported in the California mass-media study, mentioned in the review of the literature. The pupils were asked "Whom would you like most to be like when you grow up?" Father, mother, and relatives were mentioned, but entertainment personalities were also cited:

---

*H. H. Remmers and D. H. Radler, The American Teenager. Indianapolis: The Bobbs - Merrill Company, 1957.

**Gordon Dupee, "Can.Johnny's Parents Read?" The Saturday Review (June 2, 1956), pp. 5-7.

> As late as the spring of 1956, Elvis Presley seemed to be the most admired entertainment personality among the boys, with Pat Boone, second. Stan Musial and Willie Mays lead the athletes. From the girls, Shirley Temple gets the most votes, with Dinah Shore, Elizabeth Taylor, Patty Page, Gale Storm, Debby Reynolds, and others trailing.*

The quality of the mass media programs is a matter of concern to some parents and teachers who participated in this study. Again and again, a minority expressed their desire for programs of higher quality as well as their disapproval of presentations featuring crime and violence. It may be pointed out that seeing crime, "shock", and horror programs repeatedly does not necessarily make a boy a delinquent or produce antisocial behavior in the typical child. There is of course, a difference of opinion on this point.

Edgar Dale points out that "some producers . . . have the curious belief that if no proof of harm can be offered, the content under discussion is suitable. Harm, however, has varied disguises. A culture can be drowned in a sea of triviality. A society can prolong into adulthood the film and TV classification of men as either discernibly 'good' or 'bad'."* And we might add that children by frequent exposure may gradually come to accept violence, hate, and destruction as almost normal ways of life. Their sensitivity to human suffering may also gradually become dulled. It is the responsibility then of citizens to seek an improvement in current offerings on TV. But they have the responsibility also to make the most of the present offerings. Parents and teachers ~~can~~ aid too by encouraging children to select programs with discrimination and to evaluate them with discernment. And by judicious efforts to lead children to utilize wisely interests awakened by TV, additional benefits may be realized.

---

*The San Francisco Study of Children and Mass Communication. Report No. 5, p. 1. Op. cit.

Some of the parents and teachers offered constructive suggest~~ions~~ed. They reported that they would like to see the addition of educational programs that would stimulate children to read, and that it would be desirable to arrange schedules so that more superior programs for children could be viewed during the early evening hours. Better planning for such presentations was also recommended. Teachers and parents stressed, too, the necessity for discrimination in the choices among current offerings. Some parents reported that family councils have been most effective in improving habits of televiewing. The teachers cited a number of examples of successful use of TV in fostering interest and engendering success in school. Perhaps the greatest value of TV, they thought, resides in its potentiality for motivating education.

The antidote to the undesirable aspects of TV lies in the provision of a constructive program of guidance. In working together on such a program, these suggestions might be followed to advantage by parents and teachers in an effort to improve not only televiewing but the child's total pattern of interests and activities.

---

*Edgar Dale, The News Letter, XXI, No. 8 (May, 1956).

1. Examine the recreational facilities of your school and of your community. Try to offer boys and girls abundant opportunities for varied play activities and creative pursuits of many kinds that will balance their craze for sedentary activities.

2. Study the children in your class or home and try to understand their varied interests and needs. Find out the programs they are seeing on TV, and ascertain the amount of time they give to the radio and to the movies. Discuss the merits and limitations of favorite programs. Ascertain other leisure activities. Study the amount and nature of childrens' participation in outdoor activities. Offer constructive suggestions so as to bring about balanced programs of recreation.

3. Discuss strong interests and relate them to hobbies or creative pursuits, whenever possible. Set up a family or school council to suggest effective ways of budgeting time. Develop criteria for the selection of TV programs and for engaging in other leisure activities. Offer individual guidance in recognition of the uniqueness and varied needs of each child.

4. Keep in mind the fact that some of the satisfactions obtained from TV are similar to those derived from the movies, the radio, and comic books. Find out the amount of time children devote to each activity and the types of presentations they select. Try to offer constructive individual and group guidance.

5. Strive to improve the offerings of TV and the radio. There is a unique opportunity for parents and teachers to participate in a widespread movement aiming at the presentations of better TV programs. Talk over with children the ratings given to TV presentations by magazines such as The National Parent Teacher.

6. Help children develop more efficient reading habits and skills so that they will enjoy the act of reading as well as the results. Study their various interests. Try to provide an assortment of reading materials to

satisfy and extend wholesome interests. Become acquainted with literature for children and youth. The fact that some children state that they read less now than before the advent of TV deserves careful consideration. However, we should bear in mind that some children read more now. But there is much to be accomplished for those who read less. In this group there are potentially able students, whose reading skills have not been fully developed or whose interest in reading has not been awakened. At the junior high school level, especially, there are many pupils who would profit from endeavor aimed at the development of more effective reading skills. And there are many others whose reading should be extended or redirected.

In home as well as in school, parents and teachers should strive to provide an atmosphere conducive to wide reading. Although the mass media are not often the sole cause of poor reading, they do offer a real temptation for children who read poorly to escape into a pleasant, effortless pastime. For other children, too, who can read well, televiewing may consume too much of their time.

To offset the threat of TV to reading, both parents and teachers can make positive contributions. Parents can help by setting a good model for children to emulate. If they turn frequently to books for information and pleasure, if they read children's stories aloud and show a liking for books, their children will probably conclude that it is worthwhile to read and will in turn learn to enjoy reading. If parents plan family recreation that includes reading, televiewing and other activities, children will be led increasingly to assimilate TV in well-balanced and individually suitable programs of leisure activity. If TV programs are discussed as a basis for the selection of books, children undoubtedly will read more. And if parents and children together plan and build home libraries and go to the public library frequently, the possible ill effects of TV will be further offset.

## Appendix A

## Additional Studies Now In Progress Which Have Developed from this Investigation

As a result of this study, the U.S. Office of Education - Northwestern University Survey, we have undertaken several related investigations which will be reported during 1960 and 1961. One study aims to ascertain the interests of primary grade children (grades 1 and 2). A second study seeks to find the interests of pupils in grades 10, 11, and 12. Both studies are limited to pupils in schools located in Chicago, Gary, Skokie, Evanston, and Des Plaines. The questionnaires have been given and the interviews have already been completed.

Data from the U.S. Office of Education -- Northwestern University Interest Survey are being used in connection with three doctoral dissertations, now in progress. The three studies are limited to junior high school students. The pupils filled out the U.S. Office of Education-Northwestern University Interest Inventories; and data from the Primary Mental Abilities Test and Standard Educational Test were obtained.

Utilizing standard deviation technique, the following groups were delineated for comparison: Pupils falling one standard deviation above the mean in the academic achievement test were feferred to as the "high group"; those falling one standard deviation below the mean were designated the "low group"; the "middle group" was composed of the remaining students. The same technique was used in dividing students into three mental ability groups on the basis of the intelligence test results. Comparisons are being made of the three groups as well as between boys and girls in the groups.

One of the studies, under preparation by Robert E. Sizemore, is entitled "A Study of the Reading Interests of Junior High School Students of Varied Mental Ability and Academic Achievement."

Paul Kinsella is preparing "A Study of Radio, Movie, and TV Interests of Junior High School Students of Varied Mental Ability and Academic Achievement." His study examines such variables as viewing time, choice of programs, and relationship of the above stated interests to mental ability and academic achievement.

"A Study of Vocational and Educational Interests of Junior High School Students of Varied Mental Ability and Academic Achievement" is being carried on by Stanley Krippner. Once again, the differences that may exist between high and low groups and between girls and boys are being sought, this time centering around educational preference and occupational choice. All dissertations are under the direction of Dr. Paul A. Witty.

It is hoped that the dissertations, when completed, will reveal additional differences in interests that may exist between boys and girls and among groups of various academic attainment and mental ability.

## Appendix B

## Questionnaires

Form I - Pupil Report of Interests and Activities

- Part 1 - Reading Interests Inventory
- Part 2 - Television, Radio and Movie Inventory
- Part 3 - Play, Recreation and Related Activities Inventory
- Part 4 - Vocational and Educational Inventory

Form II - Parent Report of Interests and Activities

Form III - Teacher Report of Interests and Activities

# BIBLIOGRAPHY

1. Anderson, Harold A. "Reading Interests and Tastes," in W. S. Gray, Reading in General Education. Washington, D.C.,: American Council on Education, 1940, pp. 217-271.

2. Betzner, J. and R. L. Lyman. "The Development of Reading Interests and Tastes" in W. S. Gray, The Teaching of Reading: A Second Report. 36th Yearbook, Part I, National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Co., 1937, pp. 185-205.

3. Britt, Stewart A. and Sidney A. Janus. "Toward a Social Psychology of Human Play," Journal of Social Psychology, XIII (May, 1941), pp. 351-384.

4. Celestine, Sister M. "A Survey of the Literature on the Reading Interests of Children of the Elmentary Graes," Catholic University of America Educational Research Bulletin, V, No. 2 and 3. Washington, D.C.,: Catholic Educational Press, 1930.

5. Dean, Ray B. (ed). Children's Interests Elementary School Level, 12th Yearbook, California Elementary School Principals' Association. Oakland, California: California Elementary School Principals' Association, 1940.

6. Dewey, John. Interest and Effort in Education. New York: Houghton Mifflin Company, 1913.

7. Friedman, Kopple C. and Claude L. Nemzak. "A Survey of Reading Interest Studies," Education, LVII (September, 1936), pp. 51.56.

8. Getzels, Jacob W. "The Nature of Reading Interests: Psychological Aspects," in Helen M. Robinson, Supplementary Educational Monographs, No. 84. Chicago: University of Chicago Press, 1956.

9. Harris, Dale B. "How Children Learn Interests, Motives, and Attitudes" in G. Lester Anderson (Chrm), Learning and Instruction. 49th Yearbook, Part I, National Society for the Study of Education. Chicago: University of Chicago Press, 1950, pp. 129-155.

10. Hurlock, Elizabeth B. Child Development (Third revision). New York: McGraw-Hill Book Company, 1956.

11. Jersild, Arthur T. and Ruth J. Tasch. Children's Interests and What They Suggest for Education. New York: Teachers College, Columbia University, Bureau of Publications, 1949.

12. Jordan, Arthur M. Children's Interests in Reading. Chapel Hill, North Carolina: University of North Carolina Press, 1926.

13. Jordan, Arthur M. "Children's Interests in Reading," The High School Journal, XXV (November-December, 1942), pp. 323-330.

14. Kuder, G. Frederic and Blanche Paulson. Exploring Children's Interests, Better Living Booklets. Chicago: Science Research Associates, 1951.

15. Lehman, Harvey C. and Paul A. Witty. The Psychology of Play Activities. New York: A. S. Barnes and Company, 1927.

16. McCullough, Constance. "A Log of Children's Out-of-School Activities" The Elementary School Journal, LVIII (December, 1957), pp. 157-165.

17. Murphy, Gardner. Personality: A Biosocial Approach to Origins and Structure. New York: Harper and Brothers, 1947.

18. Norvell, George W. The Reading Interests of Young People. Boston: D. C. Heath and Company, 1950.

19. Norvell, George W. What Boys and Girls Like to Read. Chicago: Silver Burdett Company, 1959.

20. Russell, Ivan L. "Development of Attitudes, Interests, and Values" in Charles E. Skinner, Educational Psychology (Fourth revision). Englewood Cliffs, N.J.,: Prentice-Hall Incorporated, 1959, pp. 325-354.

21. Russell, David H. Children Learn to Read. New York: Ginn and Company, 1949.

22. Strong E. K. Jr. Vocational Interests - 18 Years After College. Minneapolis: University of Minnesota Press, 1955.

23. Super, Donald E. The Psychology of Careers. New York: Harper and Brothers, 1957.

24. Thorndike, Edward L. The Psychology of Wants, Interests, and Attitudes. New York: Appleton Century-Crofts, 1935.

25. Washburne, Carleton and Mabel Vogel. What Children Like To Read. Chicago: Rand McNally and Company, 1926.

26. Witty, Paul A. Reading in Modern Education. Boston: D. C. Heath and Company, 1949.

27. Witty, Paul A. and David Kopel. Reading and the Educative Process. Boston: Ginn and Company, 1939.

28. Witty, Paul A. and Robert A Sizemore. "Reading the Comics: A Summary of Studies and an Evaluation," Elementary English, XXXI and XXXII (December, 1954; January, 1955; and February, 1955).

29. Witty, Paul A. and Paul J. Kinsella. "Children and TV - A Ninth Report," Elementary English, XXV (November, 1958), pp. 450-456.

30. Witty, Paul A. "What Children Watch on TV," The Packet, Service Bulletin for Elementary Teachers published by D. C. Heath and Company, Boston, Massachusetts, XIV, No. 2, (Winter 1959-60), pp. 3-15.

# INTERREST INVENTORY RECORD

## Form I. Pupil Report of Interests and Activities

## Part 1. Reading Interests Inventory

Name ____________ Date of birth ____________ Age ______

Grade ______ School ____________ Sex ______ Date ____________

---

This is not an examination. Your answers will not be graded, but they will provide helpful information for teachers, librarians, and other pupils. Please answer each question carefully and as fully as possible. Your teacher will help if you need assistance.

1. Do you enjoy reading? Yes ______ No ______
2. Do you like to have someone read to you? Yes ______ No ______

   If yes, who is this? ____________
3. About how much time each day do you spend reading outside school? ____________

   Where? ____________ When? ____________
4. Do your parents encourage you to read? Yes ______ No ______

   If yes, how? ____________
5. Do you find it hard to get books to read? Yes ______ No ______

   If yes, why? ____________
6. Are you a member of a book club? Yes ______ No ______

   If yes, name the club: ____________
7. Do you have a card for the public library? Yes ______ No ______

   If yes, how often do you get books from the public library? ____________
8. Where do you get most of your books to read? Write *1* after the one you use most; *2* after the next; and so forth.

   a. a book club ____________
   b. a bookstore ____________
   c. the classroom ____________
   d. friends ____________
   e. gifts ____________
   f. home ____________
   g. the public library ____________
   h. the school library ____________
   i. others ____________ (Write in)

---

Designed by Paul A Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey.

9. How many books other than textbooks do you have of your own?

Fiction (stories) ____________ Non-fiction (other than story books) ____________

Name some of the fiction books: ____________

____________

____________

Name some of the non-fiction books: ____________

____________

____________

What other books would you like to own? ____________

____________

____________

Do you have a set of encyclopedia at home? Yes ______ No ______

If yes, give the title: ____________

If you have a set, do you use it? Often ______ Some ______ Never ______

Do you have a dictionary that you use at home? Yes ______ No ______

If yes, name the dictionary: ____________

10. Does anyone help you choose books to read? Yes ______ No ______ If yes, write *1* after the person who is most helpful, *2* after the next, and so forth.

a your mother ____________

b. your father ____________

c. a friend ____________

d. a teacher ____________

e. the school librarian ____________

f. the public librarian ____________

g. others ____________
(Write in)

11. Has a TV program caused you to read books? Yes ______ No ______

If yes, name the program and the books: ____________

____________

Has a radio program caused you to read books? Yes ______ No ______

If yes, name the program and the books: ____________

____________

Has a movie caused you to read books? Yes ______ No ______

If yes, name the movie and the books: ____________

____________

12. What kind of reading do you like? Write *1* after the kind you like best, *2* after the next best, and *3* after your third choice.

| | |
|---|---|
| a. Articles in newspapers and magazines ______ | d. Fiction ______ |
| b. Biography ______ | e. Plays ______ |
| c. Essays ______ | f. Poetry ______ |

13. What kind of story do you like? Indicate your choice such as adventure, animal, career, humor, mystery, science fiction, romance, westerns, and others. Write *1* after the kind you like best, *2* after the kind you like next best, and *3* after your third choice.

______

______

______

______

14. When you choose a book other than a story book, what kind of book do you usually choose? Give your choices such as books about famous people, travel, people of other lands, careers, space travel, handicraft, and others. Write *1* after the kind you usually choose first, *2* after your second choice, and *3* after you third choice.

______

______

______

Do these books help you in school? Yes ______ No ______

If yes, how? ______

______

On what subjects would you like to read some more books? ______

______

15. Do you like to read a series of books about such things as historical events, science, careers, or American heroes?

Yes ______ No ______

16. Have you read any book in a series such as the *First Books,* the *Landmark Books,* or the *Teen Age Tales?*

Yes ______ No ______

If yes, give the name of the series: ______

Now name the books you have read: ______

______

17. Do you like books that have the same people appear from book to book? Yes ______ No ______

If yes, give the names of the people: ______

______

18. Name the best books you have read during the past six months: ______

______

______

______

19. Think of all the books that you have ever read. List below the three that you liked best: ______

______

______

20. Have you re-read any of your favorite books? Yes ______ No ______

If yes, give the names of the books: ______

______

21. Who is your favorite author? ______

Who is your favorite person or character in books? ______

______

22. Do you read paper-back books such as *Arrow* or *Teen Age* or *Pocket Books*? Yes ______ No ______

If yes, name the series: ______

23. What daily newspapers do you read regularly? ______

______ On Sunday? ______

What parts of the newspaper do you like best? ______

______

What parts of the newspaper do you seldom, if ever, read? ______

______

24. What magazines (not comics) do you read regularly? ______

______

Which magazine do you like best? ______

Which magazine is most helpful in your school work? ______

______

25. Name in order your favorite comic books: ____________________

____________________

Do you think that your friends read as many comic books as you do?

Fewer ________ About the same ________ More than you ________

Name the comic strips you read regularly and underline your favorites: ____________________

____________________

____________________

26. Do you enjoy listening to plays or stories on phonograph records? Yes ________ No ________

If yes, name the plays or stories: ____________________

____________________

Where do you usually hear these records? ____________________

____________________

27. Rank the following activities. Write *1* after the activity you like best, *2* after the one you like next best, and *3* after your third choice.

a. Reading comic magazines ________

b. Going to the movies ________

c. Reading stories in books ________

d. Watching TV ________

e. Reading the newspaper ________

f. Listening to the radio ________

g. Reading magazines ________

h. Others ________
(Write in)

# INTEREST INVENTORY RECORD

**Form I. Pupil Report of Interests and Activities**
**Part 2. Television, Radio, and Movie Inventory**

Name ______________________ Date of birth ______________ Age ______

Grade ______ School ______________________ Sex ______________ Date ______________

This is not an examination. Your answers will not be graded, but they will provide helpful information for teachers, librarians, and other pupils. Please answer each question carefully and as fully as possible. Your teacher will help if you need assistance.

1. Do you have a TV set at home? Yes ______ No ______ A color TV set? Yes ______ No ______

If more than one, how many do you have? ______________

2. How much time do you spend viewing TV?

Each weekday ______ hours; Saturday ______ hours

Sunday ______ hours; Weekly total ______ hours.

When do you view? Give your usual viewing time, in the morning, afternoon, or evening. (for example, 4 to 6 p.m. or 10 to 12 a.m.)

School days ______________ Saturdays ______________

School nights ______________ Sundays ______________

3. What are your favorite TV programs? 1. ______________

2. ______________ 3. ______________

Why do you like these programs? ______________

______________

______________

4. List some TV programs you do not like: 1. ______________

2. ______________ 3. ______________

Why do you dislike these programs? ______________

______________

______________

Designed by Paul A. Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey.

5. How much time do you spend listening to the radio?

Each day ________ hours; Each week ________ hours.

When do you usually listen? ________

Where? ________

6. What are your favorite radio programs? 1. ________

2. ________ 3. ________

Why do you like these programs? ________

________

7. List some radio programs you do not like: 1. ________

2. ________ 3. ________

Why do you dislike these programs? ________

________

8. How often do you usually go to the movies? ________

When do you go? ________

9. Name three movies you have seen recently that you have liked very much:

1. ________ 2. ________

3. ________

10. Why have you liked these movies? ________

________

11. Name some movies you have seen recently that you have not liked:

1. ________ 2. ________

3. ________

Why have you disliked these movies? ________

________

12. Which do you like best? Write *1* after your first choice; *2* after your second choice; and *3* after your third choice.

Television ________, Radio ________, Movies ________.

13. Do your parents help you choose TV or radio programs, or movies?

Check below:

TV: Usually ________ Sometimes ________ Never ________

Radio: Usually ________ Sometimes ________ Never ________

Movies: Usually ________ Sometimes ________ Never ________

Do your teachers suggest or recommend programs or movies? Yes ________ No ________

If yes, which ones? ________________________________________

14. Do your parents limit the amount of time you may: View TV? Yes ________ No ________;

Listen to the radio? Yes ________ No ________; Attend the movies? Yes ________ No ________

If yes, in what ways are you limited? ________________________________________

________________________________________

15. Are there some TV programs which your parents do not want you to see? Yes ________ No ________

If yes, which programs? ________________________________________

________________________________________

16. Has TV changed your outdoor play? Yes ________ No ________

If yes, how? ________________________________________

Has TV changed your indoor play? Yes ________ No ________

If yes, how? ________________________________________

Has TV changed your hobbies? Yes ________ No ________

If yes, how? ________________________________________

Has TV changed your reading? Yes ________ No ________

If yes, how? ________________________________________

17. Has TV helped you to increase your vocabulary? Yes ________ No ________

If yes, what are some new words you have learned? ________________________________________

________________________________________

18. Has TV given you any new helpful ideas? Yes ________ No ________

If yes, what new ideas? ________________________________________

________________________________________

________________________________________

19. Have TV programs helped you with your school work? Yes ________ No ________

If yes, what programs? ________________________________________

________________________________________

How have they helped? ________________________________________

________________________________________

________________________________________

20. Have any radio programs helped you with your school work? Yes ________ No ________

If yes, what programs? ________________________________________

________________________________________

How have they helped? ________________________________________

________________________________________

________________________________________

21. Have any movies helped you with your school work? Yes ________ No ________

If yes, what movies? ________________________________________

________________________________________

How have they helped? ________________________________________

________________________________________

________________________________________

22. Do your teachers sometimes suggest activities connected with TV? Yes ________ No ________;

Radio? Yes ________ No ________; Movies? Yes ________ No ________

If yes, what are some of their suggestions? ________________________________________

________________________________________

23. What classroom activities related to TV, radio, or the movies have you taken part in? ________________________________________

________________________________________

24. In the classroom do you see:

Movies: Regularly ________ Occasionally ________ Seldom ________

Filmstrips: Regularly ________ Occasionally ________ Seldom ________

In what subject(s) are they used? ________________________________________

25. Do you listen to the radio or view TV while you study at home?

Listen to the radio: Frequently ______ Occasionally ______ Never ______

Watch TV: Frequently ______ Occasionally ______ Never ______

26. What new programs would you like to see on TV? ______

27. What new programs would you like to hear on the radio? ______

28. Complete *one* of the following:

I like TV better than radio because ______

I like radio better than TV because ______

I like both TV and radio about the same because ______

29. Finish this sentence: If my TV set were broken, I would spend the time I usually give to watching TV ______

# INTEREST INVENTORY RECORD

**Form I. Pupil Report of Interests and Activities**

**Part 3. Play, Recreation, and Related Activities Inventory**

Name ______________________ Date of birth ______________ Age ____

Grade ______ School ______________________ Sex ________ Date ____________

---

This is not an examination. Your answers will not be graded, but they will provide helpful information for teachers, librarians, and other pupils. Please answer each question carefully and as fully as you can. Your teacher will help if you need assistance.

1. When you have an hour or two to spend as you please, what do you like best to do? ______________

2. What do you usually do:

   After school? ______________

   In the evening? ______________

   On Saturdays? ______________

   On Sundays? ______________

   What activity do you like best:

   In the summer? ______________

   In the spring? ______________

   In the winter? ______________

   In the fall? ______________

3. What games or sports do you like best? Write 1 after your first choice; 2 after your second choice; and 3 after your third choice.

   Indoor: ______________

   Outdoor: ______________

4. What games or sports do you like to watch? ______________

   Do you watch games or sports on TV? Yes ______ No ______

   If yes, which games or sports? ______________

---

Designed by Paul A. Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey. (Adapted from Northwestern University Inventory)

5. Have you read any books about your favorite games or sports? Yes ______ No ______

If yes, name some of the books: ______

______

6. Do you build or make things? Yes ______ No ______

If yes, name some things you have made: ______

______

7. What tools do you have at home? ______

______

Which do you like to use? ______

8. Do you play a musical instrument? Yes ______ No ______

If yes, name the instrument(s): ______

Have you taken music lessons? Yes ______ No ______

Are you taking music lessons now? Yes ______ No ______

In school or with a private teacher? ______

What other lessons are you taking, such as French or dancing? ______

______

9. Do you ever go to concerts, stage plays, operas, and ballets?

| | | | |
|---|---|---|---|
| Concerts: | Often ______ | Sometimes ______ | Never ______ |
| Stage plays: | Often ______ | Sometimes ______ | Never ______ |
| Operas: | Often ______ | Sometimes ______ | Never ______ |
| Ballets: | Often ______ | Sometimes ______ | Never ______ |

10. Name the clubs you belong to and tell whether you are an officer:

______

______

______

11. Do you have any pets? Yes ______ No ______

If yes, what are they? ______

______

12. Do you have any hobbies? Yes ............No ............

If yes, what are they? ............

............

13. Do you collect things? Yes ............No ............

If yes, what are they? ............

............

14. How much time do you spend outside school doing homework:

On a school day? ............hours; On Saturday? ............hours; On Sunday? ............hours.

15. Do you have home chores or duties? Yes ............No ............

If yes, what are they? ............

............

16. If you could have three wishes which might come true, what would be your

First wish? ............

Second wish? ............

Third wish? ............

17. Do you often *wonder* about some things? Yes ............No ............

If yes, what? ............

............

18. Do you have any strong fears? Yes ............No ............

If yes, what? ............

............

19. What was the happiest event in your life? ............

............

............

............

# INTEREST INVENTORY RECORD

## Form I. Pupil Report of Interests and Activities
## Part 4. Vocational and Educational Inventory

Name ______________________ Date of birth ______________ Age ______

Grade ________ School ______________________ Sex __________ Date ______________

---

This is not an examination. Your answers will not be graded, but they will provide helpful information for teachers, librarians, and other pupils. Please answer each question carefully and as fully as you can. Your teacher will help if you need assistance.

1. If you are *not* in high school now, do you plan to go to high school? Yes ________ No ________

   If you are in high school now, do you plan to complete high school? Yes ________ No ________

2. What kind of work do you want to do when you finish school? ______________________

   Why? ______________________

   ______________________

   If you were not able to follow your first choice of work, what would be

   your second choice? ______________________

   your third choice? ______________________

3. When did you decide on the kind of work you want to do? ______________________

4. What kind of work does your father want you to do? ______________________

   Why? ______________________

   Your mother? ______________________

   Why? ______________________

5. What kind of work does your father do? ______________________

   Your mother? ______________________

6. Has a friend or relative influenced your choice of work? Yes ________ No ________

   If yes, how? ______________________

   ______________________

---

Designed by Paul A. Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey.

7. Has anyone at school suggested a career for you? Yes ________ No ________

If yes, what career was suggested? ________

By whom? ________

8. Do you admire a famous person connected with the kind of work you want to do? Yes ________ No ________

If yes, who is this person? ________

9. Have you read any books or stories about the kind of work you want to do? Yes ________ No ________

If yes, name the books you have read: ________

________

10. Have the following influenced your choice of work?

(a) a character in a book: Yes ________ No ________

If yes, name the character: ________

(b) a magazine: Yes ________ No ________

If yes, name the magazine: ________

(c) a television or radio program: Yes ________ No ________

If yes, name the program: ________

(d) a movie: Yes ________ No ________

If yes, name the movie: ________

11. Do you like school? Yes ________ No ________

In what subject do you get your best marks? ________

Your poorest? ________

12. What subject do you like best? ________

Least? ________

**If you are in grades 7 through 12, answer the following questions:**

13. Do you think you are fitted for the kind of work you want to do? Yes ________ No ________

If yes, why? ________

14. Have you already done or helped anyone do this kind of work? Yes ________ No ________

15. What jobs have you had? ____________

____________

Which job did you like best? ____________

Which job did you like least? ____________

Do you have a part time job now? Yes ______ No ______

If yes, what is it? ____________

16. Do you plan to go to a business or a special school? Yes ______ No ______

If yes, name the school: ____________

17. Do your parents want you to go to college? Yes ______ No ______

If yes, which college? ____________

Do you plan to go to college? Yes ______ No ______

If yes, which college? ____________

Why? ____________

Do you plan to work to earn money while you are in college? Yes ______ No ______

At what kind of work? ____________

18. If you do not intend to go to a special school or a college, how do you plan to prepare yourself for the work you want to do? ____________

____________

____________

19. What subjects are you taking? (Include all subjects or activities)

____________

____________

____________

# INTEREST INVENTORY RECORD

## Form II. Parent Report of Interests and Activities

Date ..............................

Father's occupation .............................................. Mother's occupation ..............................................

Please fill in the following for each child:

| Boy or Girl | Age | Grade |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Person answering these questions: Father .......... Mother .......... Other ........................................
(Write in)

We are seeking your cooperation in an investigation supported by the U.S. Office of Education and Northwestern University to determine the interests of children and youth in four areas: Reading; Television, Radio, and Movies; Play and Recreation; and Educational and Vocational choices. In the interpretation of the data for children and youth, the responses of parents and teachers will also receive consideration.

We hope that you will cooperate with us by filling out this questionnaire. Will you please answer each question carefully and as completely as possible. We assure you that the information obtained will be used judiciously. We shall indeed be grateful for your help.

Designed by Paul A. Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey.

3

## A. READING

1. What books have you read during the past six months?

2. Of all the books you've ever read, what books have you liked best?

3. What kind of stories do you like? Indicate your choice such as: adventure, animal, humor, mystery, romance, and others. Write *1* after the kind you like best, *2* after the kind you like next best, and *3* after your third choice.

4. When you choose non-fiction books for reading, what kind do you usually choose? Give your choices such as books about famous people, travel, handicraft, and others. Write *1* after the kind you usually choose first, *2* after your second choice, and *3* after your third choice.

5. What children's books do you remember as your favorites?

6. Are you a member of a book club? Yes ........ No ........

   If yes, name the club: ........

7. What magazines do you read regularly? ........

8. Which magazines do you like best? ........

9. How many newspapers do you read regularly? ____________

Name them: ____________

____________

10. What parts of the newspaper do you like best? ____________

____________

11. What parts of the newspaper do you seldom, if ever, read? ____________

____________

____________

## B. TELEVISION, RADIO, AND MOVIES

12. Do you have a TV set in your home? Yes ________ No ________

How many years have you had TV? ________

Do you have a color TV set? Yes ________ No ________

Do you have more than one set? Yes ________ No ________ If yes, how many? ________

13. Do you receive more than one channel on your set? Encircle the number. 1 2 3 4 5+

14. How much time do you spend watching TV? Weekly total ________ hours.

Sunday ________ hours; Saturday ________ hours; Each weekday ________ hours.

15. What are your favorite TV programs? 1. ____________

2. ____________ 3. ____________

16. List some TV programs you dislike: 1. ____________

2. ____________ 3. ____________

17. How much time do you spend listening to the radio?

Each day ________ hours; Each week ________ hours.

18. What are your favorite radio programs? 1. ____________

2. ____________ 3. ____________

19. List some radio programs you dislike? 1. ____________

2. ____________ 3. ____________

20. How often do you go to the movies? Weekly? ________ Monthly? ________ Occasionally? ________

21. What kind of movies do you like best? 1. ____________

2. ____________ 3. ____________

22. Give some titles of movies you dislike: 1. ______________

2. ______________ 3. ______________

23. What kind of TV, radio, and movie entertainment do you consider the most desirable for children? ______________

Give titles of programs or movies you consider best for children:

TV: ______________

Radio: ______________

Movie: ______________

24. What kinds of TV, radio, and movie entertainment do you consider undesirable for children? ______________

Give titles of programs or movies you consider undesirable for children:

TV: ______________

Radio: ______________

Movie: ______________

25. Do you help your child to choose his TV, radio, and movie entertainment?

TV: Yes ______ No ______ Radio: Yes ______ No. ______ Movies: Yes ______ No ______

26. Do you limit the amount of time your child may devote to TV, radio, and movies?

TV: Yes ______ No ______ Radio: Yes ______ No. ______ Movies: Yes ______ No ______

27. Do you find educational TV programs (such as those on Chicago's channel 11) helpful? Yes ______ No ______

If yes, how? ______________

28. Does your family view television in a group?

Often ______ Sometimes ______ Never ______

29. Do you plan a schedule for televiewing? Yes ________ No ________

If yes, describe: ________

30. Do you plan schedules for the movies and the radio? Yes ________ No ________

If yes, describe: ________

31. Do you have a schedule that includes outdoor activities? Yes ________ No ________

If yes, describe: ________

32. How do you think television has influenced your child's:

School achievement? ________

Reading habits? ________

Study habits? ________

Health and physical welfare? ________

33. Has TV created problems in your home? Yes ________ No ________

If yes, what are these problems? ________

34. Please complete the following sentences:

The main advantage of TV in the home is ________

The chief disadvantage of TV in the home is ________

## C. GAMES, SPORTS, AND RECREATIONAL ACTIVITIES

35. What recreational activities such as dancing, cards, swimming, bowling, fishing, and others, do you take part in regularly? Write *1* after the activity you enjoy most, *2* after the next, and *3* after your third choice.

________

________

36. Do you go to:

The Theatre? Often ________ Sometimes ________ Never ________

Name some plays you have seen recently: ________________

________________

The Opera? Often ________ Sometimes ________ Never ________

Name some operas you have heard recently: ________________

________________

Concerts? Often ________ Sometimes ________ Never ________

Name some concerts you have attended recently: ________________

________________

Ballets? Often ________ Sometimes ________ Never ________

Name some ballets you have seen: ________________

________________

37. Rank the following activities. Write *1* after the activity you like best, *2* after the one you like next best, and *3* after your third choice, and so forth.

a. Reading books ________
b. Going to the movies ________
c. Watching TV ________
d. Visiting with friends ________
e. Reading the newspaper ________
f. Listening to the radio ________
g. Reading magazines ________
h. Others ________________ (Write in)

## D. VOCATIONAL AND EDUCATIONAL INTERESTS

38. How long have you worked at your present kind of work? ________________

When did you decide to do this kind of work?

In the elementary school? ________ In high school? ________ After high school? ________

In college? ________ After college? ________

39. What other vocations have you engaged in? ________________

________________

40. Are you a high school graduate? Yes ________ No ________

A college graduate? Yes ________ No ________

Have you attended a business or special school? Yes ________ No ________

# INTEREST INVENTORY RECORD

## Form III. Teacher Report of Interests and Activities

Date .................................... Sex ....................................

How many years have you taught? ....................................

What grade or subject are you teaching now? ....................................

How many years have you taught this grade or subject? ....................................

What other grades or subjects have you taught? ....................................

| Schools Attended | When | Degree |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

What professional organizations are you a member of?

....................................

....................................

We are seeking your cooperation in an investigation supported by the U.S. Office of Education and Northwestern University to determine the interests of children and youth in four areas: Reading; Television, Radio, and Movies; Play and Recreation; and Educational and Vocational choices. In the interpretation of the data for children and youth, the responses of parents and teachers will also receive consideration.

We hope that you will cooperate with us by filling out this questionnaire. Will you please answer each question carefully and as completely as possible. We assure you that the information obtained will be used judiciously. We shall indeed be grateful for your help.

Designed by Paul A. Witty, Robert A. Sizemore, Ann Coomer, and Paul Kinsella for use in the Northwestern University—U.S. Office of Education Interest Survey.

## A. READING

1. What books (including professional books) have you read during the past six months?

2. Of all the books you've ever read, what books have you liked best?

3. What kind of stories do you like? Indicate your choice such as adventure, animal, humor, mystery, romance, and others. Write *1* after the kind you like best, *2* after the kind you like next best, and *3* after your third choice.

4. When you choose non-fiction books for reading, what kind do you choose? Give your choices such as books about famous people, travel, handicraft, and others. Write *1* after the kind you usually choose first, *2* after your second choice, and *3* after your third choice.

5. What children's books do you remember as your favorites?

6. Are you a member of a book club? Yes ________ No ________

   If yes, name the club: ________________

7. What magazines (including educational journals) do you read regularly?

8. Which magazines do you like best? ________________

9. Which educational magazines are most helpful to you? ________________

10. How many newspapers do you read regularly? ____________

    Name them: ________________________________________

    ________________________________________

11. What parts of the newspaper do you like best? ________________________________________

    ________________________________________

12. What parts of the newspaper do you seldom, if ever, read? ________________________________________

    ________________________________________

## B. TELEVISION, RADIO, AND MOVIES

13. Do you have a TV set in your home? Yes________ No________

    If yes, how long have you had a TV set? ________ years.

    Do you have a color TV set? Yes________ No________

    If you have more than one set, indicate the number: ________

14. Do you receive one or more channels on your set? Encircle the number. 1 2 3 4 5+

15. How much time do you spend watching TV? Weekly total ________ hours.

    Each weekday ________ hours; Saturday ________ hours; Sunday ________ hours.

16. What are your favorite TV programs? 1. ________________________

    2. ________________________ 3. ________________________

17. List some TV programs you dislike. 1 ________________________

    2. ________________________ 3. ________________________

18. How much time do you spend listening to the radio?

    Each day ________ hours; Each week ________ hours.

19. What are your favorite radio programs? 1. ________________________

    2. ________________________ 3. ________________________

20. List some of the radio programs you dislike. 1. ________________________

    2. ________________________ 3. ________________________

21. How often do you go to the movies? Each week ________ Each month ________

22. Name some movies you have liked. 1. ________________________

    2. ________________________ 3. ________________________

23. Name some movies you have disliked. 1. ________________________

    2. ________________________ 3. ________________________

24. What kind of TV, radio, and movie programs do you consider desirable for children?

Give titles of programs or movies:

TV:

Radio:

Movie:

25. What kind of TV, radio, and movie programs do you consider undesirable for children?

Give titles of programs or movies:

TV:

Radio:

Movie:

26. Do you recommend TV or radio programs and movies to your pupils? Yes........ No........

If yes, give an example of a recent recommendation:

Was this program or movie related to a class activity or a school subject? Yes........ No........

In what way?

27. Do you stress critical viewing and listening? Yes........ No........

If yes, please give an example:

28. What influence do you think TV has had upon your pupils?

Reading habits:

Study habits:

School achievement:

Vocabulary development: ................................................

29. Has TV caused you to modify subject matter content? Yes.............. No..............

If yes, how? ................................................

30. Has TV helped your pupils in any subject(s)? Yes.............. No..............

If yes, in which subject(s)? ................................................

How? ................................................

31. Please complete the following sentences:

The greatest value of TV is ................................................

The greatest disadvantage of TV is ................................................

I recommend the following as the best TV program for my pupils:

## C. GAMES, SPORTS, AND RECREATIONAL ACTIVITIES

32. What recreational activities such as dancing, cards, swimming, bowling, fishing, and others, do you take part in regularly? Write *1* after the activity you enjoy most, *2* after the next, and *3* after your third choice.

33. Do you go to:

The Theatre? Often.............. Sometimes.............. Never..............

Name some plays you have seen recently: ................................................

The Opera? Often.............. Sometimes.............. Never..............

Name some operas you have heard recently: ................................................

Concerts? Often.............. Sometimes.............. Never..............

Name some concerts you have attended recently: ................................................

Ballets? Often______ Sometimes______ Never______

Name some ballets you have attended recently: ______

34. Rank the following activities. Write *1* after the activity you like best, *2* after the one you like next best, and *3* after your third choice, and so forth.

a. Reading books ______
b. Going to the movies ______
c. Watching TV ______
d. Visiting with friends ______
e. Reading the newspaper ______
f. Listening to the radio ______
g. Reading magazines ______
h. Others ______ (Write in)

## D. VOCATIONAL AND EDUCATIONAL INTERESTS

35. When did you decide to become a teacher?

in the elementary school ______ in high school ______ after high school ______
in college ______ after college ______

36. Do you work at any other job (part-time during the evenings or on Saturdays)? Yes______ No______

If yes, what? ______

37. What full-time vocations, other than teaching, have you engaged in? ______

38. How do you spend your summer vacations? ______

39. Have you considered seriously leaving teaching for another kind of work? Yes______ No______

If yes, what? ______

40. What do you like best about teaching? ______

What do you like least about teaching? ______